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ABSTRACT

The substance of this manual centers on the development and implementation of the Bowling Green, Kentucky career education program. Preparing students for life-centered careers, the school system has developed, through a three year process, a program that involves every teacher, guidance counselor and administrator and permeates the fabric of the K through 12 curriculum. The manual discusses the role of the superintendent, supervisor, principal, and librarian and the specific steps taken in implementing the program. The development of community support, inservice training, establishing an organizational center, the utilization of resource persons, and interviewing as a learning tool are dealt with in detail. A uniform format for unit development and planning is presented, and two examples of unit writing offered. The section on elementary education discusses awareness, counselor role, record keeping implementation and interviewing. The junior high section details the guidance program, offers sample surveys, interview forms, outline of the 8th grade orientation unit and sample career units in mathematics, political science, English and business. The high school section offers a list of occupations related to subject areas, four sample units, a job fact sheet, and a list of goals. An 18 page appendix offers a primary questionnaire, evaluation surveys, sample programs and a bibliography. (MW)

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the bowling green CAREER EDUCATION MANUAL for teachers, counselors and administrators

DEDICATION

This manual is based on the genius, creative effort, and experiences of the teachers, counselors, and administrators of the Bowling Green City Schools.

It represents much more than simply a "manual for career education." It signifies the diligence and dedication of a staff that, over the years, has endured behavioral labs in: Inter-Action Analysis, Human Potential Development, Research Utilization, and Problem Solving, Self-Enhancing Education and Writing Behavioral Objectives: A staff willing to involve the community in the educational process and to do whatever necessary to bring about more effective teaching and improved learning opportunities for their students. Further, it delineates this staff as one that wishes to make the Bowling Green School System one of the very best anywhere.

Therefore, be it resolved that the Bowling Green Independent Board of Education recognize and commend our staff for designing and implementing an outstanding career education program, and continuing to carry out board policy 3170 that states 'Career Education shall be an integral part of instruction in all grades and subject areas. And further, takes this opportunity to express its pride, and honor beyond words by dedicating this manual to the wonderful teachers, counselors, and administrators of our Bowling Green City Schools.

Subscribed to on this day of February 11, 1974

Charles Heyduck

Charles Heyduck, Chairman

Rhea Lazarus

Rhea Lazarus, Vice-Chairman

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Grover Holderfield

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TABLE OF CONTENTS

Preface 1
Introduction 2
What is Career Education? 4
- Basic Career Education Elements 5
- Career Education Sequence Chart 6A

The Superintendent 7
The Supervisor 9
The Role of the Principal 11
The Role of the Librarian 12
Promotion–Diffusion–Dissemination 13
Implementation 16
The Universal Organizing Center 20
Interviewing as a Tool of Learning 21
The Job Cluster 24
Unit Writing–The Universal Format 26
- Content 26
- Resources 27
- Performance 27
- Evaluation 28
- Visibility 28
- The Person as a Resource 29
- Academically Oriented 29
- Classroom Management 29
- Parent Communication 30
- A Finished Product 30

The Elementary Awareness Phase 31
The Role of the Elementary Guidance Counselor 33
- Career Development Student Record 34A-B

Implementation at the Elementary Level 35
Interviewing at the Elementary Level 36
Two Examples of Unit Writing 37
Bowling Green Junior High 42
- Academic 42
- Practical Arts (the Exploratory Phase) 42

Bowling Green Junior High Guidance Programs 45
Junior High Orientation to Career Education 50
Junior High School Units 54
- Social Studies 55
- English 56
- Business/Office and Marketing/Distribution 60
- Interviewing 62

TABLE OF CONTENTS (cont'd.)

The High School Academic Program 63
- Unit Writing 64
- Mathematics 70
- Science 70
- English 71
- Social Studies 73
- Interviewing 75
- High School Goals 79
- The Preparatory Program 81
- The Guidance Program 81
- The Placement Office 82

Appendix 83
- Primary Questionnaire A1
- Intermediate Evaluation A2
- Junior High Evaluation A3
- Senior High Evaluation A4
- Teachers' Survey A5
- Talent Survey A6
- Parent Survey A7
- Student Teacher Survey A8
- High School Programs of Study A9
- Bibliography A17

PREFACE

This manual is our attempt to show and share with others the way that Career Education has been designed, developed, and implemented into the fabric of the Bowling Green educational programs.

It is our observation that many of the approaches, concepts, and ideas in this manual mirror good educational practices of long standing and that other successful Career Education programs are using similar approaches.

Understandably, we are proud of what the Bowling Green staff has been able to accomplish, but transcending this pride is the knowledge that other teachers and school systems can do as well as we have, and can do it without trauma, drastic change, or great amounts of money.

We submit that Career Education programs in the schools of Kentucky are too reasonable to ignore. A cursory examination of the Kentucky Needs Assessment Program will support the need. When one asks our business, industrial, and government leaders, as well as the parents, of what a child's education should consist, the prescription they give translates into Career Education. This accounts for the wide community acceptance in Bowling Green.

It must be clearly understood from the outset that Career Education is for all students and all teachers regardless of their area of concentration. We respectfully ask the reader to approach the content of this manual with a positive attitude, willing to listen, willing to relate it to his assigned teaching task, and willing to give it a fair try.

This manual has been developed
in cooperation with the
Kentucky Department of Education
Dr. Lyman V. Ginger, Superintendent of Public Instruction
and
The Bureau of Vocational Education
Dr. Carl F. Lamar, Assistant Superintendent of Vocational Education

INTRODUCTION

While the substance of this manual centers on how to develop and implement vocational career development, teachers in Bowling Green see Career Education as much more than "teaching about jobs." They feel that each student prepares for four careers; a vocational career, an avocational career, a family career, and a career as a citizen. In essence, our teachers are concerned with the developing "life-style" of their students. Some might call this "life-centered" education. By building the program around people in the community they are able to achieve an educational cohesiveness which heretofore had been impossible. Through a three-year developmental process our teachers have designed and implemented a Career Education program which involves every teacher, guidance counselor and administrator. It permeates every classroom by impacting on every student.

The surfacing of career education is the result of social and economic forces, as well as decades of effort to make education relevant. Despite our concerted attempts in recent years to make education more relevant, the record is still not very encouraging.

First, dropout rates have reached unacceptable proportions. Each year in the United States nearly 2.5 million students leave the formal education system without adequate preparation for careers. The statistics for the 1970-71 school year appear rather grim: 850,000 elementary and secondary school students dropped out; many found school irrelevant. 750,000 general curriculum high school graduates did not attend college. 850,000 high school students who entered college in 1967 did not complete the baccalaureate or an organized occupational program.

Second, thousands of young people who are products of the general education curriculum are underemployed or unemployed. The gap between youth and adult unemployment rates continues to widen. At the beginning of the 1960's, youth unemployment was 3.3 times that of adult unemployment. At the end of the decade, it was 5.5 times greater.

Youth unemployment is a challenge for the 1970's, since the number of teen-agers in the labor force will continue to be large. Though the rate of growth in the teen-age labor force will slow dramatically, approximately 15 million more people, most of whom will be young, will have to be accomodated in the labor force by 1980, when more than 100 million Americans will be working or seeking work.

Third, poverty remains a severe problem for many people in many areas of the nation. Its increasing social and economic costs have brought too many of our cities to the brink of bankruptcy.

Fourth, the United States is finding it more and more difficult to compete effectively in the international market because of labor costs, job attitudes, and shortage of technically trained workers. The rate of increase in productivity has diminished in recent years. Its restoration to higher levels is needed for economic growth, lower costs and prices, and a higher living standard.

Fifth, women will continue to enter and reenter the labor force in increasing numbers. They will participate more fully in the economy as broader opportunities become available to them and the needs for day care, retraining, and part-time employment are met.

Sixth, the general public is becoming disenchanted with a system of education that keeps reporting more student apathy, more absenteeism, more academic failures, more assaults on school personnel, and more vandalism.

Finally, the "now" generation, more interested in roles than in vague goals that may never be attained in a rapidly changing technology, is giving impetus to curriculum restructuring. The concept of work is being viewed by youth as the expenditure of time and energy for the benefit of self, family, and society. These social and economic conditions lend credence to the need for educational reform and to the attractiveness of career education.

WHAT IS CAREER EDUCATION?

Educators throughout the United States are attempting to formulate and clearly conceptualize a definition of career education. There have emerged as many definitions as definers and the matter of a precise definition has been open to extreme dialogue across the Nation.

Many proponents of career education have developed definitions which merit consideration.

One author of the book, **Career Education: What It Is and How To Do It,** has defined career education "as the total effort of public education and the community aimed at helping all individuals to become familiar with the values of a work oriented society, to integrate these values into their personal value systems, and to implement these values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual."

In Bowling Green we have not attempted to come up with a hard and fast definition for career education. During our initial experiences some of us might have said that "It's teaching about jobs." Needless to say, we have gone far beyond this simple concept. As a matter of fact, the Bowling Green staff has just about gone full circle and seem to be saying that Career Education is Education—that it's the way we teach.

Be this as it may, we are quite satisfied with the definition developed by the State Department of Education. While this is in the "for discussion only" stage and does not carry the approval of State Department it certainly reflects the Bowling Green philosophy.

"Career education is a comprehensive systematic educational program which provides relevant and cumulative experiences designed for all individuals, all levels, all ages, to achieve maximum success in preparation and performance of various life roles: (1) a producer and consumer of goods and services; (2) a member of a family group; (3) a participant in the social and political life; (4) a participant in avocational pursuits; (5) a participant in aesthetic, moral, and religious concern. Career education is the total effort of public education and the community aimed at helping all individuals to become familiar with the values of a work-oriented society, to integrate these values into their personal value systems, and to implement these values in their lives in such a way that work becomes possible, meaningful, and satisfying to each individual. Career education will obliterate the false dichotomy between the academic and the vocational aspects of the school curriculum. Career education is lifelong and all encompassing, permeating the total education program, focusing on the concern for the fully capacitated, self-motivated, self-fulfilled, contributing member of society."

Principles of Career Education

The basic principles which support the operational definition are:

1. Career education is a comprehensive educational enterprise for all learners, beginning with their entry into school and following a never-ending continuum.
2. Career education is a strategy for teaching and a vehicle by which articulation and unification of the curriculum may be established.
3. Career education is the uniting agent of the schools, communities, the family, and employers in a cooperative educational venture.
4. Career education provides systematic information, experiences, and guidance congruent with career development which allows the learner to make a realistic career decision consistent with needs, abilities, aptitudes, and personal goals.
5. Career education is a systematic approach which reinforces the career development process from initial career awareness, through career exploration, career preparation, and career placement.
6. Career education is not a synonym for vocational education; however, vocational education is an integral and important part of a total career education program.

Concepts of Career Education

Fundamental areas of concern in career education include human growth and development, vocational guidance, work adjustment, self-concept, career development, vocational education, economics, and employment and labor market information. Through the further examination of these fundamental areas, eight areas of educational experiences can be identified which constitute one set of educational experiences that are basic concepts of career education. These concepts are: Self Awareness, Career Awareness, Appreciations and Attitudes, Economic Awareness, Skill Awareness and Beginning Competence, Decision-making Skills, Employability Skills, and Educational Awareness."

These concepts are not mutually exclusive and may contain certain overlaps.

For a set of concepts of career education to have meaning, they must lead to specific outcomes. A more complete explanation of the concepts is as follows:

BASIC CAREER EDUCATION ELEMENTS

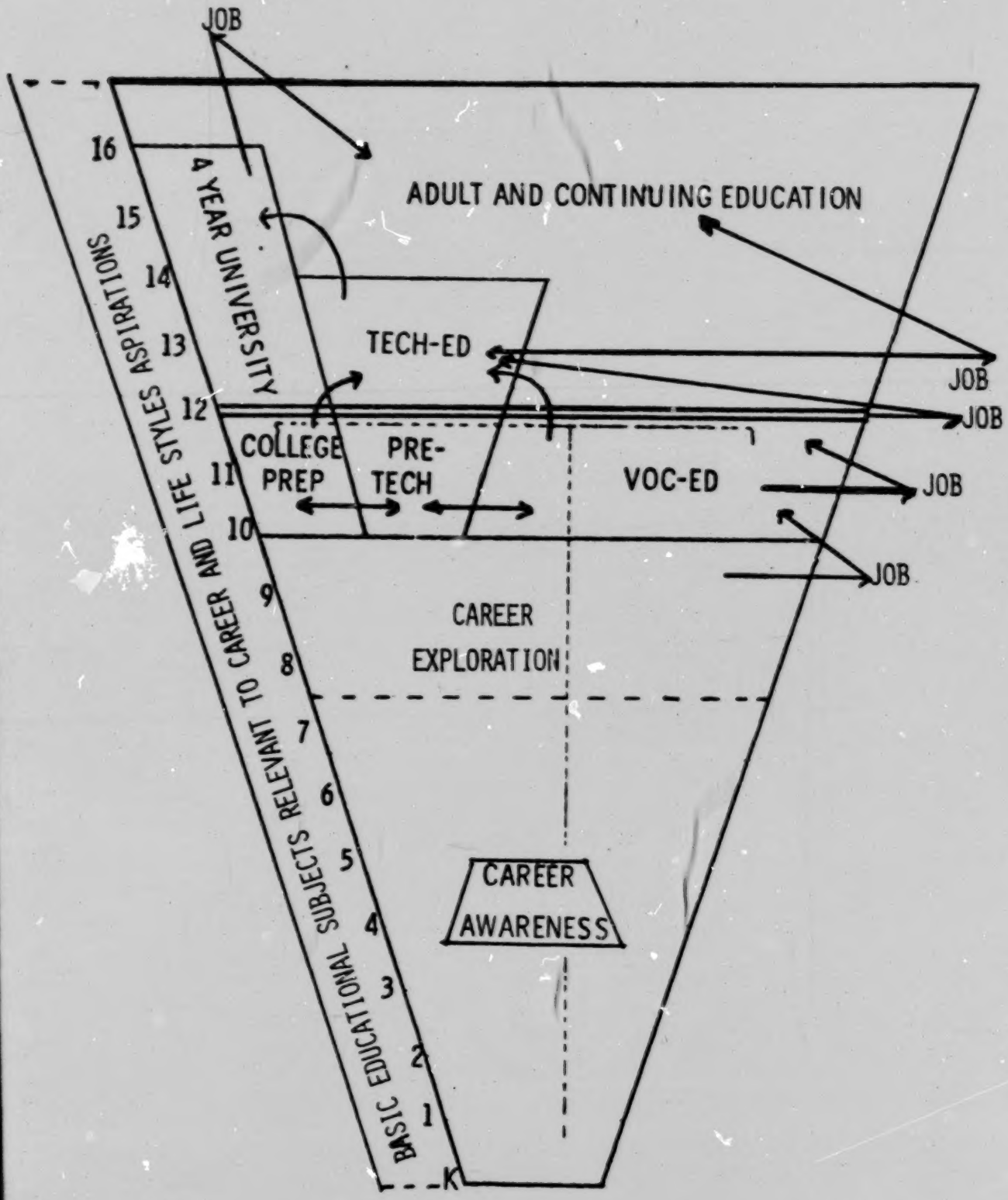
Career Education Elements	Element Outcomes
CAREER AWARENESS Knowledge of the Total Spectrum of Careers	CAREER IDENTITY Role or Roles Within the World of Work
SELF–AWARENESS Knowledge of the Components that Make Up Self	SELF–IDENTITY Know Himself–Consistent Value System

APPRECIATIONS, ATTITUDES Life Roles–Feeling Toward Self and Others in Respect to Society and Economics	SELF–SOCIAL FULFILLMENT Active Work Role Satisfying Work Role
DECISION–MAKING SKILLS Applying Information to Rational Processes to Reach Decisions	CAREER DECISIONS Career Direction, Has a Plan for Career Development
ECONOMIC AWARENESS Perception of Processes in Production, Distribution, and Consumption	ECONOMIC UNDERSTANDING Solve Personal and Social Problems in an Economic Environment
SKILL AWARENESS AND BEGINNING COMPETENCE Skills–Ways in Which Man Extends His Behavior	EMPLOYMENT SKILLS Competence in Performance of Job-related Tasks
EMPLOYABILITY SKILLS Social and Communication Skills Appropriate to Career Placement	CAREER PLACEMENT Employed in Line with Career Development Plan
EDUCATIONAL AWARENESS Perception of Relationship between Education and Life Roles	EDUCATIONAL IDENTITY Ability to Select Educational Avenues to Develop Career Plans

The chart on the following page encapsulates the Bowling Green concept for Career Education and may help clarify the total picture.

1. The classroom teacher and subject-centered teacher continues to teach basic academic skills.
2. Through the years these teachers integrate career awareness into the fabric of the subject area.
3. During the 8th and 9th years, in addition to the regular classroom career activities, a special group of "practical arts" teachers give hands-on instruction in ten different cluster areas. This is a "sampling" type program. In his 9th year, the student selects one area to concentration in for the full year.
4. The student enters high school with a three-year plan directed toward his tentative career choice. He may change this choice at specified times. He is never "locked into" any single plan unless it is by choice.
5. The chart shows he may move freely among college prep, technical, or vocational areas as he firms up his decision.
6. After high school, the chart indicates that the may re-enter different areas whenever the need arises. Education is a life long process.

A BRIDGE BETWEEN MAN AND HIS WORK



THE SUPERINTENDENT

Paramount and a first step toward the continuing success and implementation of the Career Education project was the commitment and the high priority emphasis by the board, administration, and staff to the concept. Board policy No. 3170 states that "career education shall be an integral part of instruction in all grades and subject areas." This committed endorsement evoked within the staff a sense of dedication and forged a mutual "trust level", positive attitudes, a wholesome climate, and atmosphere for experimental efforts. A mutual interchange of ideas and suggestions prompted the staff to emphasize the crucial and invaluable component to the ongoing and continuous progress of the proposal—a viable in-service training program and further development of in-house staff capabilities.

The project was developed from within the district with few eclectic features thereby generating a sense of pride of ownership and an "esprit-de-corps" which has proven to be a strong incentive toward implementing the program in the classroom.

The Career Education program is relevant, pupil oriented, community centered stressing pupil goals and objectives and engendering a sense of direction. Purposeful visitation to the schools by hundreds of patrons representing a cross section of career clusters has improved the teaching-learning process and has strengthened school community relations and provided an avenue for pupils to re-enter the community for first hand experiences, thus, reinforcing the open school concept. Parents have become more involved and more knowledgeable about education and the teaching staff are more open and receptive to concrete curricular suggestions and changes.

There is the realization that total education involves the total resources of the community. Course sequence, pre-requisites and units of time seem to be diminishing in value and importance. Curricular articulation and integration are absolutes. Credence to the philosophical concept that pupils learn to do by doing has been further verified.

More frequent relationships with other educational and community agencies have strengthened over-all planning efforts. Guidance and counseling personnel perceive the need for counselors to have broader pre-service experiences in the world of work and a broadened exposure to a wider variety of occupations. The need for job placement and follow-up for pupils has intensified with the viewpoint that interest in, and assistance with job placement improves the self-image of pupils, and a far greater role toward this end must be assumed by the school.

The program has made mandatory a critical review of some "hard and fast standards." Efforts to reduce and/or eliminate the barrier between general and vocational education and to create a oneness of education have witnessed a measure of progress.

Project experiences have broad implications for revising the attendance calendar and school day via the open entry-exit approach to learning and should receive consideration by both industry and education.

Performance based criteria for certification of staff members seem to be a coming reality. The initiation of competency based teacher education is not too remote.

Viewpoints are always subject to delimitations and restrictions because of the many inherent variables, some of which are predetermined. None of the statements enumerated have any absolute validity or high reliability. Only a brief time has elapsed since the inception of the project. If we have instilled in the minds and hearts of pupils the dignity of all work and restored to a minor degree the work ethic in society, all the investment of time, effort and money shall have been repaid a thousandfold, and success will have crowned our efforts. Remember, an investment in human resources is an investment in eternity.

Let me take this opportunity to welcome you to the wonderful world of Career Education. It is one of the most significant innovations to come on the educational scene in years. It has certainly brightened the educational enterprise in Bowling Green. It has improved our public relations. Our entire teaching staff has adjusted to it without trauma. And finally and most happily, it does not require huge expenditures of funds.

THE SUPERVISOR

The successful implementation of career education requires local school systems to rethink their missions and refocus their curricula. Educational personnel face the process of effecting change, and this involves all individuals associated with the educational system.

The acceptance of career education as a viable goal having top priority is fundamentally dependent upon change in people's attitudes, understanding and curriculum development skills. Career education required a reordering of priorities, refocusing in the educational programs, new role relationships, and community involvement. If the educational enterprise is to change, so must the personnel in the system. And this cannot be accomplished without sound, energetic, and enthusiastic leadership.

Instructional supervisors play a major leadership role. They serve as a change agent and must work positively and cooperatively with teachers and principals to design and implement a comprehensive career education program.

The development and installation of a career education system necessitates a refocusing of curriculum, changing some educational agencies' priorities, realignment of educational goals, and committments.

Supervisors have four major responsibilities as they assist in the development and installation of a career education system: (1) To serve as a coordinator of the career education program and activities. (2) To help set up and design the teachers' in-service, and act as an interpreter of the school instructional career education system to administrative personnel and the public. (3) To coordinate and make available the instructional services of the school system to all personnel. (4) The responsibility to give individual help and stimulation to the teacher.

In order to adhere to these major responsibilities in a competent manner, the supervisor must perform many meaningful tasks. First, they will aid the teacher in having a better understanding of student needs, interests, and readiness for given activities. Experiences must be provided which will enable students to relate information to living, to the real-life roles which are part of living for all individuals. The teacher must demonstrate how career education makes school relevant to the total personal need. The curriculum will be functionally related toward the range of life-roles in which the individual may participate. A teacher must believe in equal educational opportunity for each individual to develop to his fullest capacity.

Second, the supervisor will assist the teachers in making more interesting and effective use of career education materials and audio-visual aids. This task is one which the supervisor will be called upon to perform by both experienced and inexperienced teachers. In fact, the supervisor should be available to demonstrate some of the many exciting motivating classroom activities. This is an area which may be of maximum help to the beginning teacher who is insecure in a first job, anxious to succeed, and limited in familiarity with the career education concepts.

Third, the wise supervisor can help the teacher see more readily inter-relationships between subject-matter areas and the integration of career concepts.

Fourth, to assist the teacher to make maximum and effective use of specialized personnel. In addition to units prepared by the classroom teacher, career units may be prepared by the special teachers which are correlated with classroom activities. Music, Art, Physical Education teachers and others can work wonders.

Fifth, the teacher should be able to obtain assistance from the supervisor in the evaluation of the progress of the pupils. Major emphasis should be to evaluate the affective, as well as the cognitive domain.

Sixth, the supervisor will enthusiastically stimulate faculty groups to continuously plan career education curriculum improvements, and assume a major responsibility in coordinating this work and improving teacher in-service.

In-service training of personnel for career education must be a part of each developmental stage with a series of planned, sequential activities. The supervisor will work cooperatively with the instructional personnel to correlate many of the followling career education tasks:

. . .Assessing the needs of learners and the community
. . .Formulating objectives for career education
. . .Focusing curriculum and instruction around an occupational cluster system
. . .Securing and utilizing community resources
. . .Analyzing clusters to determine learning modules/elements for individualizing instruction
. . .Integrating and correlating subject matter
. . .Designing student personnel services
. . .Evaluating and measuring achievement
. . .Selecting, collecting, and disseminating career education materials and media
. . .Articulating curriculum and instruction vertically and horizontally
. . .Counseling for occupational preparation
. . .Managing things, data, and ideas
. . .Placing students once competency levels have been reached
. . .Involving volunteer helpers in the education process

The successful implementation of career education depends on "people" and in large measure on leadership. The educational leadership must be challenged to provide career education for youth and adults in the community and initiate a long range developmental system that exemplifies concern for maximizing the potentialities of people in that they may live productive and rewarding lives.

To achieve a truly career-oriented education requires new emphasis and innovations, a new relationship between academic, general and vocational education and a greater interaction among home, school and community. It requires more specific objectives, a change in philosophy and a new set of values. Career Education's goal is to make work possible, meaningful and satisfactory to every individual, for the best measure of a man is what he achieves and how he serves. The supervisor must serve to provide positive leadership to attain the goals of a "people" centered program.

THE ROLE OF THE PRINCIPAL

The successful implementation of Career Education depends in large measure on the leadership of the building principal. As the educational leader for his school, the principal is responsible for coordinating the total Career Education program, and for its integration into the total curriculum. The principal is responsible for effecting change through the attitudes, understanding, and curriculum development skills of his staff.

The development and implementation of Career Education in Bowling Green has been accomplished through the cooperative role relationship between the principal and his staff. A systematic unification of each school's personnel has been established through the supportive role of the principal in institutionalizing Career Education at all levels. A diffusion strategy for reaching and impacting Career Education upon all staff members in each school has been initiated by the principals; the most widely practiced system in Bowling Green has been the assignment of in-house consultants to small groups of teachers in their own schools, preferrably teachers of a grade level the same as, or near their own. Through this approach, articulation is assured as the principal, counselors, and in-house consultants share the responsibility of educating the teachers--in effect, "teachers training teachers."

By serving as a consultant for his staff (each principal is an in-house consultant), the principal is able to supervise the progress of in-service activities with his cadre of trainers, articulating the curriculum and instruction vertically and horizontally. For the new staff member, the principal may assign an in-house consultant to work exclusively with the individual to assure that all teachers have experienced adequate training through in-service within the school.

As the principal taps more of the human resources of the parents and community to accomodate Career Education, volunteers are increasingly involved in the schools. More and better home-school and community-school communication will result as parents and others are oriented to Career Education.

The professional responsibilities of the principal may be listed as:

(1) Coordination of the total Career Education program within the school
(2) Provision of positive leadership
(3) Establishment of a cooperative working relationship between the classroom teacher and the guidance counselor
(4) Provision of supportive services
(5) Maintenance of the program from year to year
(6) Provision of liason between student, teacher, parent, and community
(7) Provision of leadership in orienting the community to Career Education
(8) Provision for adequate training and planning time for the staff
(9) Coordination of school and community resources
(10) Establishment of a cooperative working relationship between and among the academic skills teacher, the guidance counselor, and the vocational skills teacher.

THE ROLE OF THE LIBRARIAN

The school librarian serves as a resource person and media specialist for both teachers and students by providing Career Education materials, and by suggestions for obtaining data and information.

Working cooperatively with in-house consultants during in-service, the librarian assists teachers in developing infusion strategies for Career Education resources through unit implementation.

Providing lists of library materials related to job clusters has been one method utilized by librarians in Bowling Green. Surveying teachers periodically to determine units in progress and materials available has given impetus to unit development.

The Bowling Green Career Education program has not relied on purchase of packaged or prepared Career Education materials for resources; rather, better use of available resources is stressed. However, the librarians have served as researchers for the teachers in surveying the literature and materials available and in including appropriate and informative Career Education publications in ordering for the library. Career Education is now institutionalized to the extent in Bowling Green that the librarians perceive career-related materials as an integral part of library resources, and include these in their regular orders.

In the Junior and Senior High School, the librarians house a Career Education Resource Center, and orient students to the use of the Kentucky VIEW microfiche printer-reader in obtaining career information.

In each school, a Career Education Resource File is housed in the library, complete with a list of names and occupations of those workers interviewed by students. A slide file of students' unit activities has been catalogued according to the 15 job clusters in some schools as a visual reference for sharing activities. Another useful resource, the Conference Telephone, is housed in several libraries in the Bowling Green schools so that students may interview resource persons by a local or long distance phone call.

Each librarian in Bowling Green has become a Career Education media specialist by continuous contact with the classroom teacher in following and contributing to unit progress and by updating existing resources to include an abundance of career-related materials, including references to human resource talent available for the individual schools.

The role of the school librarian includes:

Serving as a resource person for students and teachers
Serving as a specialist in Career Education materials and resources
Providing lists of library materials available by a systematic method (i.e., the 15 job clusters)
Updating existing materials
Serving as a consultant for the classroom teacher in unit development
Researching materials and correlating resources with units in progress
Including Career Education resources in ordering for the library

PROMOTION – DIFFUSION – DISSEMINATION

Promotion of career education as it is conceived in the Bowling Green City Schools is a built-in activity. By virtue of the adoption of the person-in-the-job as the organizing center of all career education activities, the various publics served by the system participate in and receive first hand information and orientation to the program.

In the school year 1972-1973 alone, more than 1400 citizens responded to requests to visit the nine local schools to describe their occupations. This talent, as they are identified by school staff members, also responded to questions posed by students from the interview format described in another section of this publication.

As is usual of most presentations by individuals, the presentor usually receives as much as those to whom his presentation is made. Consequently, while giving much, the talent also carries away with him a feeling about the classroom, the teacher, the students, the school and the school system. He talks about this with friends and neighbors. Through such conversations a positive image appears in the public vision, an image of definite experiences and citizen involvement in the learning process.

Although the talent-centered approach is probably the most direct route to citizen orientation and participation, it is not the only means used to inform the community. A wide variety of public information programs is used utilizing radio, television, and the newspapers as well as teacher, student, parent, and talent participation at meetings of civic clubs and parent-teacher organizations.

Radio broadcasts three times each week are a regular part of the district's school-community relations program. These five-minute broadcasts are heard simultaneously on all three local radio stations each Monday, Wednesday, and Friday throughout the year. Interviews are an integral part of the program format. These are often with teachers, students, parents, and citizen-talent who have participated in a career education activity. They also include reports on project progress and accounts of visits by project personnel to other districts as well as stories of local staff members hosting visits from representatives of other districts.

Television is utilized to present career education activities that lend themselves best to a pictorial presentation. Having been involved as talent themselves in the communications cluster, television personalities are responsive to opportunities afforded them to present the program to the community. Numerous two to three minute segments have been presented on the regular 6:00 P.M. and 10:00 P.M. newscasts. In addition, project participants and staff members have made appearances on the Noon Day show for interviews related to a specific career education activity or proposed activity.

Another part of the district school-community relations program has been the production of a newspage appearing in alternate months in the Daily News, Bowling Green's local newspaper. Articles and pictures on this page are related to all activities in the district, and many are specifically descriptive of career education activities.

Appearances of project staff members, teachers, students, and parents on the programs of various local associations and organizations has done much to promote the career education concept in Bowling Green. Such appearances have invariably led to invitations to appear before other groups. The question sessions following these presentations produce lively and enthusiastic exchanges of a very positive nature.

Publication of a Project People brochure, a series of monographs written by a local newsman, displays at various locations, a job-placement service for high school students, sales of student-produced products, and in-service programs for project participants have all added to the promotion of career awareness, orientation, and preparation as a vehicle for educational achievement.

Effect of Community Involvement –

The use of citizen talent in the development of the career education program in Bowling Green has led to more awareness on the part of citizens of all things happening in the schools. The first-hand contact afforded by participation of the many individuals who come into the schools annually provides opportunity for them to observe teaching methods, use of facilities and equipment, general behavorial atmosphere of students and other activities. Such direct contact does much to allay fears born of rumors often circulated in the district. Participants become key communicators of what is really happening and act as counter-agents to distorted stories of events.

Of interest to local school administrators is an upsurge in attendance, particularly at the secondary level. The percentage of increase in one year (1972-1973) was 1.7% higher than in the preceding year. This factor will be observed to note whether or not it is a trend or only a one-year indicator.

Teachers report pupil interest and motivation higher. One parent, speaking voluntarily at a community gathering stated, "Whatever it is, keep on doing it. Last year I couldn't get my son out of bed to go to school; this year he is leaving home enthusiastically each day, looking forward to school." Similar statements have come from other parents.

Parents and non-parents who have participated as talent in a career eduation activity are very receptive to invitations to serve in an advisory capacity when invited to do so. Seemingly, participation produces a positive attitude and a willingness to continue an attachment.

The involvement of citizens in the educational process appears to produce a more positive display of public confidence in the schools of the community. There seem to be fewer complaints and an increase in calling school officials first when reports of one type or another pop up in the community. The credibility of staff members appears to be improved with both the community and the news media.

As a result of visits to school as talent, many citizens return in volunteer roles including such things as tutoring, painting and repairing of equipment, and other services.

A primary value in community involvement is that citizens are appearing in the schools to render a positive service rather than for a negative contact. Such contacts make for reasonable solutions to potential problems, because of the development of a cooperative attitude between school representatives and citizen participants.

There is no energy crisis in the positive people participants in the Bowling Green Career Education program. Talent comes back again and again, and rarely, if ever, do teachers and students receive a turn-down on invitations to make a guest appearance. The feeling of this is "our program" is prevalent, and it is, indeed, our program.

IMPLEMENTATION: A GOOD IN-SERVICE IS THE KEY TO A GOOD PROGRAM

It has been our observation that there are many good career education programs funded, well-staffed, and that exhibit a plethora of ideas--all good. The problem that many experience is simply that of getting the program into every classroom in the system--in other words, implementation.

Bowling Green's task was to design and implement a model career education program on a systemwide basis in one year. Frankly, we were apprehensive about our possible success because we've had some other good "paper programs" fall short of full implementation.

Therefore, what we needed was a designed strategy that would guarantee project success. The fact that our entire career education staff consisted of a director and a secretary seemed to make prognosis for success rather bleak. In retrospect, however, the small staff worked to the advantage of the project. It was obvious that one person could not "do it all." As a result--by involving as many teachers and administrators as possible--an effective strategy for implementation was designed. Most of the funds were delegated to teacher-training activities.

From the onset, the program received strong support from the Superintendent and the Board. They made their support visible by subscribing to the following statement and entering it into the board record:

> **"The Bowling Green Board of Education recognizes a need for expanded curricular opportunities providing career orientation and marketable skills for all students. Therefore, the Board of Education hereby commits its efforts to complement the pursuit of academic excellence with a world of work curriculum designed to develop a respect for the dignity of honest labor and to satisfy an increasingly greater demand from students, staff, and the community for an occupational program, one designed to provide for the achievement of these goals. We further pledge out efforts to the implementation of this curricular expansion and have directed the administrative leadership to utilize the provided facilities by engaging and training a staff, designing a program and acquiring the equipment necessary to facilitate the best results possible for the youth of our community."**

It was recognized that some method for perpetuation must be assured, and that regardless of future funding a staff of specialists must remain to train new teachers and to keep the program operative.

It was decided that a cadre of teachers and administrators would be given the responsibility for designing and developing the program. It was explained that their additional task would be to act as trainers (in-house consultants) in their respective buildings. In effect, they would be "teachers teaching teachers."

Each principal and guidance counselor was automatically considered to be a part of this cadre. Each elementary school was asked to provide four of their teachers; the Junior and Senior High, to provide six teachers from each building. All teachers were volunteers. From the elementary schools, we wanted teachers who would represent both primary and intermediate levels. From the Junior and Senior High, we sought teachers representing the four basic disciplines.

It should be pointed out that our initial concentration would be on the regular classroom, or "academic," teachers at all grade levels. We recognize that the vocational, industrial arts, and home economics staff were already involved in career-directed activities, and that, if any divisiveness between Vocational and Academic people was to be eliminated, that we must start with the "academic" community. The result of phase one has been a career education program designed and implemented by academic teachers.

During a four-week summer workshop, (two weeks would have been enough, had we known what we know now) the cadre of forty-four members approached career education as a problem to be solved. The workshop began with the use of a single consultant– Dr. Walter Wernick, of Northern Illinois University. It was his teacher-oriented thinking which stressed the professionalism of the staff that gave the cadre the ideas and confidence it needed to proceed.

During the first week, the cadre was given an overview of career education and introduced to the "organizing center concept." (See p. 20) The participants were given certain documents to read, including the United States Office of Education's cluster system (See p. 24)and papers by Keller and Taylor from the University of Ohio. Most of the documents, and Dr. Wernick, were referred to us by Dr. Floyd McKinney of the Kentucky Bureau of Vocational Education.

The second week consisted of guidance-oriented activities conducted by Dr. Emmett Burkeen and his staff from Western Kentucky University. They concentrated on various aspects of counseling, including testing, improving the students self-image, job classifications, and the guidance function of the teacher.

The third week was "getting it all together." It was during this time that the overall plan for Bowling Green was developed and that the universal format for unit writing was agreed upon. This was done on a vertical level (1 through 12.) The format was then refined by grade level and finally, by schools. Units were developed for all grade levels and subject areas. These would be the pilot activities for each building consultant (trainer).

During the final week, the staff developed teaching manuals for conducting in-service activities at their respective buildings. It was during this time that each building principal, himself a trainer, assigned his in-house consultants to work at certain levels with his staff.

Implementation for each building was under the direction of its principal. Each was permitted to move at his own pace. Since all teachers were scheduled to receive forty hours of instruction the first year, it was a matter of scheduling the time. Some worked after school, and some on Saturdays.

The approach developed by the in-house consultants permitted considerable flexibility and creativity on the part of the teacher. Because the consultants conceived both program design and teaching procedures, implementation went smoothly. By the end of the first semester, over 85% of the teachers had taught their first units, and by the end of the year, implementation was 100% complete.

We had successfully solved the problem of systemwide implementation. But, more than that, we had created specialists. Specialists the equal of consultants anywhere who could maintain the effort regardless of what happened to project funding or its director. The program truly belonged to the teachers.

During the ensuing years, career education in Bowling Green has become more and more institutionalized. Now it is simply "the way we teach."

The four week workshop just described could have been done more effectively in two. It must be remembered that we were searching and we needed the extra time to "muddle through" until our plan could materialize. We know now that a two week workshop is ample if it is properly utilized. The following general statements represent our recommended plan for establishing, developing and implementing a good Career Education program. The most important work is done during the summer workshop (point 5 below).

(1) Use your preferred procedure for generating general interest in career education within your system. You have probably done this before when introducing a new program. Joint meetings with administrators, teachers and with the board of education are most effective. Use your best spokesmen. Break into small groups for discussion sessions. Center the discussion around pages 2 through 6 of this manual.

(2) Strong public endorsement by the Superintendent and the Board of Education.

(3) Designate a person or persons who will be responsible for leadership (Supervisors are the most logical, since they already have systemwide responsibility).

(4) Create a cadre. Designate four teachers, the principal, and guidance counselor, from each elementary school; the principals and four to six teachers from both Junior and Senior High Schools. Inform all other teachers that these colleagues will be their in-house consultants. Place complete trust in this cadre.

(5a) With one principal outside consultant (there are several whose names we will be happy to furnish) begin a two week summer workshop for the cadre. This person will act as a keynoter and will set the "tone" of the in-service. His presence may be necessary for one to three days depending upon how he is to be used.

(5b) During the first week (about the second or third day) the cadre may be organized into several vertical groups for the purpose of reading special documents and discussing them.

Possibly you would prefer to set up learning cells. Each cell would consist of different aspects of the program.

(5c) Our experience has led us to believe that by the third day, no later than the fourth, experienced Career Education teachers should be brought in to work directly with the cadre. A recommended minimum for a smaller school system is one primary consultant teacher, one intermediate, two junior high and two senior high. The reason for the recommended minimum of two each in the junior and senior high is that secondary teachers are subject centered. One specialist can work with the Science-Math teachers, while the other works with the English-Social Studies teachers. If yours is a 6-6 system then your secondary consultant teachers may represent one of each of the four disciplines.

Note: In the event that during your first year you wish to develop a Junior High Practical Arts Program a seperate set of consultants will be needed. Mr. Doug McKinley of the Practical Arts Unit in the State Department has some good ideas in this area. Procedures are as those above.

(6) Prepare the cadre to act as in-house consultants in their respective buildings.

(7) Authorize the building principal to coordinate the school in-service activities and to schedule the training sessions.

(8) Authorize guidance counselors to act as resoure persons to the teachers, to be responsible for inserting developmental data for each student in his cumulative folder and to design or decide on what instruments to use in helping the student understand his strengths, values, needs, and finally, giving personal positive help where needed in aiding the student to make decisions.

(9) The staff in each building receives an overview of the career education concepts and the approach designed by their colleages. This may be done by the project director, the principal, or an in-house consultant.

(10) Each in-house consultant introduces career education into his teaching as a pilot demonstration unit for others to observe.

(11) Each staff member should receive a minimum of twenty hours of instruction. Ten hours might be enough to get started. Let each principal determine how many units his staff will conduct the first year.

(12) The supervisor and superintendent must visit the classroom frequently in order to see what the teachers and students are doing. At the same time, they should assist the teachers, but above all they should reinforce the good work each is doing.

We are reasonably certain that this plan for implementation will work in most situations. A visible example is Region 12's Kentucky Valley Educational Cooperative. This region consists of 12 LEA's. Following a two week, 1973, summer in-service the cadre began work in their respective school systems. The results by the end of January, 1974, were as follows: 1,205 units were taught by 755 different school teachers. These units reached 20,689 different school children. And in an area considered short of resources, they had 1287 resource persons in their classrooms.

Owen Collins and his fine staff added their own creative thinking to this basic plan with considerable success. They are to be congratulated and can be reached at 606-439-2311.

THE UNIVERSAL ORGANIZING CENTER

In order to make a career education program more personal and more meaningful to the student, the ORGANIZING CENTER CONCEPT is used K through 12. By using the person-in-the-occupation as an organizing center, education can become more meaningful to each student.

The use of centers is widespread in education, and the concept of a center as a means for organization is not unique. Learning centers are common in most schools, and activity centers also are used as a method of classroom management. The organizing center is an ideational tool, and should be considered as a means of planning activity-centered teaching units. By utilizing the imagination and creativity of the classroom teacher in unit planning, it is not necessary to expend vast amounts of money on additional texts, workbooks, films, filmstrips, and other "packaged" career education materials and programmed approaches as a library of instructional resources.

Because career education is a strategy for teaching and utilizes the individual teacher 's skill with ideas, it is more easily introduced than a program with extensive materials and detailed teachers' guides.

The teacher may think through and plan specific activities, using specific content areas, specific objectives; career education is not a separate program that the teacher substitutes for whatever she is doing now; it is developmental, emphasizing the teacher's creativity and encouraging new ideas. It fits into the existing curriculum with no major restructuring required.

By providing a framework for the teacher's own ideas, the organizing center approach frees individual talent and encourages its growth. The teacher is freed from the limitations of textbooks as individual planning skill increases and as other resources are more easily considered through the use of the organizing center. Because the method is teacher-oriented, it can be seen as an opportunity and a challenge rather than a threat; its organizational power aids planning and management for the teacher, the administrator, the curriculum planner, and the developer of career education programs.

The career education concept enables teachers from a wide variety of school environments to discuss the work that teachers must do in order to plan for effective learning experiences. It can be used to develop planning and implementation procedures at all grade levels and in all areas. As channels of communication increase among teachers, planners, and administrators, more and better support systems can be provided by a school and greater use can be made of those systems already available.

Career education means a refocusing upon people. People become the basis for a life-centered program; people become an organizing center for instructional creativity and planning; people become a vehicle for learning. This method helps the teacher to plan for learning activities relevant to the student's life and their contemporary culture.

INTERVIEWING AS A TOOL OF LEARNING

Interviewing human resource talent is a natural means of teaching part of the skills needed for productive inquiry. The ability to locate information in available resource materials and the ability to inquire directly from people have become more important than ever before. Interviewing is a personal means of practical inquiry in an age when memorization of facts is totally inadequate for handling the amount of information a student may need during his lifetime; he must seek other methods for gathering information.

Through this approach, the student will be made aware of the person-in-the-occupation and how the individual's life is affected by his work. He will develop values by seeing what a person has made of his life and see the possibilities of what he might accomplish with his own life.

By nature, students are inquisitive; the process of inquiry comes easily and naturally to them. Once students understand the process of interviewing human resource talent, the door is opened to life-centered education through the utilization of parents and other community persons.

Perhaps the most usual setting for student-talent interviews is the classroom; resource persons are almost always contacted by the teacher; a personal touch is added by this approach as opposed to the invitation to visit the class being relayed through a third party. Students may sometimes contact the resource person if parents or others in whom they are especially interested are to be interviewed.

Often, interviews take place during field trips to on-the-job sites, if workers can take "time off" to answer questions. Interviews-at-a-distance can be accomplished through the use of the telephone or, ideally, a conference phone. For older students, a tape recorder comes in handy for interviewing on-the-job, whether one student or a small group participates. The student(s) can then report back to the class, utilizing the taped interview; this can serve the purpose well when large groups cannot visit, or when a worker cannot be absent from his job to visit a class.

If no resource person is available, alternatives to "live" interviews might include these approaches: Students can research an occupation and report to the class, answering interviewing questions or role-playing the worker researched by responding to the questions; surveying parents, civic club members, or other community people might reveal an interesting hobby or second occupation--even a past occupation which could be utilized in unit work.

SAMPLE SURVEY FOR RESOURCE PERSONS:

In the Bowling Green City School system, Career Education is included in the instructional program. Because people are our greatest resource, we maintain a "Human Resource File." Since you are involved in the World of Work, we feel you are our best source for occupational information.

We hope you will help us make this a realistic and meaningful experience by sharing your occupations, hobbies, or travel with our students. Please fill out the following questionaire and return to school by your child or to the Career Education Office, Bowling Green High School.

NAME:_____

ADDRESS:_____

TELEPHONE: (home) _____ (business) _____

OCCUPATION:_____

Interesting hobbies or collections:_____

_____

Other occupational experiences (Previous occupations, Military experience, etc:)_____

_____

Would it be possible for you to come to one of our schools to talk with a group of students about your occupational experiences? Yes_____ No_____

Please list the states or countries of which you have first-hand knowledge:_____

_____

Follow-up of the interview is made relevant to subject areas as students utilize spelling vocabulary lists in report writing, experience stories, illustrations, thank-you letters, or in verbalizing on their experiences. Career and self-awareness and positive attitudes are desired outcomes, not memorization and recall of job requirements, working hours, and so on. If career education is to be thoroughly infused into the curriculum, the interview will become an integral part of the subject areas, not an "extra" activity.

Following the interview, the teacher might complete a reference card to be filed in the school library for reference by other staff members in securing human resource talent:

CAREER EDUCATION TALENT RESOURCE RECORD

Name of Resource Person:_____

Occupation:_____

Address:_____ Phone:_____

Please leave this card on file with your librarian for each resource person interviewed by your students, either in school or out of the classroom.

Teacher:_____ Grade:_____

Date:_____ Comments:_____

_____

Presenting the visitor with a token of appreciation for his or her interest will serve as an example of good public relations; a student makes a good "presenter":

PROJECT PEOPLE
A CAREER EDUCATION PROGRAM

_____

has contributed significant talent to

CAREER EDUCATION
in Bowling Green Schools

School _____ Date _____

Teacher _____ Principal _____

In cooperation with The Kentucky State Department of Education

THE JOB CLUSTER

While there are other systems, the Bowling Green plan for studying about the roles of workers is approached by organizing around the job cluster concept of the U. S. Office of Education, which divides the 22,000 (+) jobs into fifteen categories. Taking into consideration the content of subject areas and student interests at various grade levels, teachers in the Bowling Green City Schools organized the clusters into this pattern:

GRADE LEVEL	ASSIGNED CLUSTER
First	Public Service; Health Occupations
Second	Consumer and Homemaking Related Occupations; Agri-Business and Natural Resources
Third	Hospitality/Recreation; Personal Services
Fourth	Construction; Manufacturing
Fifth	Communication and Media; Transportation
Sixth	Marketing and Distribution; Environmental Control
Seventh	Business Office; Fine Arts and Humanities; Marine Science
Eight and Ninth	Individual review and "Hands-on" exploration; Practical Arts
Tenth, Eleventh, and Twelfth	Free choice of clusters according to academic area; specific training

This approach has been an effective method of assuring that all students have minimal exposure to all job clusters by the end of the elementary years. Elementary classroom teachers have found that by assigning the clusters to grade levels, relevance to academic areas is achieved through the correlation of appropriate workers and their training to the subject matter taught at that level. At the first grade level, a study of the home, the school, and the community is conducted; therefore, the public service and health occupations will be included as the traditional curriculum materials are utilized. Students may suggest resource persons for the appropriate clusters; utilizing the expertise of parents whenever possible.

In the Junior and Senior High Schools, the cluster concept is handled in a different manner. Through their Social Studies class, all 8th grade students are given a short review

course which synthesizes all the clusters. Each student, (even new students) are guaranteed at least a minimum understanding of how jobs are classified. All Junior High teachers incorporate job areas as they relate to their subject area, and students receive exploratory "hands-on" experiences in several cluster areas which are described later in greater detail.

In the high school, specific vocational offerings are a part of the regular program.

In the Bowling Green City Schools, all teachers present four or more career education units during the year; two units from the job clusters assigned for their grade level, and two units from other clusters of their choice. The sophistication of the students and the subject matter content at the grade level prevents repetition; however, care must be taken to avoid providing students with the same resource person from one year to the next. A systematic method for recording resource persons interviewed from year to year will serve both as a resource file for other teachers and also as a means of avoiding repetition.

UNIT WRITING--THE UNIVERSAL FORMAT

By approaching career education unit activities through a systematic plan, continuity between grade levels is assured since teachers are aided in internalizing the program according to their understanding of students' needs and previous experiences.

A uniform format for unit development and planning will provide articulation of the program between and among grades while providing a commonality of communication for the teachers. In organizing for unit development, outlining a plan by a simple format will show the idea as it progresses.

The following considerations for unit development serve as an example for planning career education activities:

Career education unit writing begins by answering three basic questions:

(1) What content am I teaching?
(2) What are my available resources?
(3) What do I expect my students to accomplish?

These questions can be expanded so that they will read as follows:

(1) What subject area or idea can relate to the unit study?
(2) How can textual and other reference materials be utilized, and what human resources and school-community resources are available to humanize and to show relevance to the curriculum?
(3) What will the students accomplish, how will their progress be evaluated, and what products will result?

Now we can refine the process even further so that it will look like this:

CONTENT:

List the subject area(s) or concept(s) you wish to teach:

Here are some questions you may ask yourself about what you want to teach:

. . . Can the idea meet or generate the interest of the student?
. . . Can the reasons for instruction and their clarity for the learner and the parent be evident?
. . . Can the force generated by the idea pull together new relationships from past studies, and contribute to new learning in academic areas?
. . . Can the student work at his own pace and at his own accomplishment level?
. . . Can the student learn to encounter the fundamental life activities of his community, and the contemporary world?
. . . Can the student learn to search through time and cultures to build an appreciation of his heritage?
. . . What effect can the content have upon the student's self-image, as a person who is creating his human biography each day?

RESOURCES:

There are some questions you may ask yourself about available resources:

. . . What human resources are available?
. . . Will the student have the opportunity to find out about the resource person's job?
. . . What tools can the student use to uncover information?
. . . What physical facilities can be available for the student's use to study alone, to work in groups, to observe, to practice?
. . . What materials can be available for the student's use in the daily course of instruction?
. . . What sensory stimuli can the student encounter?
. . . Can the student's own thoughts and feelings be utilized as a basis for his own reflection or action?

List resources available in your community and check the ones you can use:
(People, places, materials, others . . .)

PERFORMANCE:

These are questions you might want to consider:

. . . Can the student's achievements, and the feedback he can receive, be visible?
. . . In what ways can the student be encouraged to use different resources?
. . . Will the student have the opportunity to role-play the resource person or to participate in a simulation activity?
. . . Will the student in some way be able to apply aspects of the resource person's work to his own school activities?
. . . What opportunities can there be for the student to express himself and what he is learning to the teacher, to his peers, to his parents, and to the community?
. . . In what ways can products of learning be stored, reviewed, revised?

Here is a possible check list of activities you might use:

. . . Oral expression: reports, telephone interviews, introducing speakers, interviewing, tape recordings, other: (List):

. . . Written expression: reports, spelling lists, letters, lessons related to basic texts, individualized booklets, other (List):

. . . Sharing activities: small group reports about trips and interviews, presentation to other classes, projects involving other students as customers, open house, other (List):

. . . Displays: bulletin boards, experience charts, visible performance, other (List):

EVALUATION:

What means can there be for evaluating the student's learning and achievement, including contributions that the student can make to the evaluative process?

> Attitudinal expressions, participation in group work and class discussion, demonstration of skills and/or the ability to relate and to apply knowledge gained, other (list):

There are three approaches to career education unit writing. They all involve human resource talent. One method utilizes the human resource talent as the organizing center, building the skills and drawing from subject matter relevant to the person and the occupation. The second method focuses upon the occupation, using the subject matter to dictate the resource person and the occupation(s) studied. The third approach follows the job cluster grade level grouping plan as outlined on page 24 to plan and implement units of study related to the clusters assigned to each grade level.

The most important consideration in developing a unit aside from the organizing center, is the format for writing the unit. By adhering to a simple, open-ended format, the teacher is free to develop the unit as she sees needs and interests of students expressed; others wishing to implement a similar unit need not worry with mechanics or intricate details which suit someone else's situation, but not their own.

By organizing a career education unit by CONTENT, RESOURCES, and PERFORMANCE, continuity of the format among schools and grade levels is assured while simplicity is established.

Finally there are six facets of unit design necessary in each unit developed in Bowling Green. These too are universal and permeate all grade levels.

1. VISIBILITY (of planning, teaching, and evaluation.)

The old adage, "seeing is believing", is seldom heard but probably applies to school activities now more than at any time previous.

Making our plans visible at all times to the teacher, the child, and to anyone else who comes in the room will not only keep the program moving in an organized manner, but everyone will understand "what's going on" at all times.

Teaching procedures should always include real objects and experiences as well as abstract language and figures.

Parents need to see evidence of what their children are doing. Many activities may be planned for children to share with the "fold" at home to carry out learning experiences. Open house, coffee hours, parent-teacher conferences, and other get-togethers may become very

important by using letters to parents, stories and pictures about visits with talent and field trips, experience charts, finished products, and many other things that make the program appealing. These things also serve as very good visibllity as well as satisfying evaluations.

2. THE PERSON AS A RESOURCE

The child is as interested in the real world, as represented by an adult, as he is in the world of fantasy. Although preparation for adult living starts at birth, it is with enrollment in school that a structured program begins. In order to make this program more personal and more meaningful to the student, in PROJECT PEOPLE, the organizing center concept is being used. By using the person in the occupation, rather than the occupation itself as an organizing center, education can become more personal and more meaningful to each child.

Through this approach, the child will be made aware of the person in the occupation and how the individual's life is affected by his work. He will develop values by seeing what a person has made of his life; and see the possibilities of what he might accomplish with his own life.

The following questions may be used in planning a unit of study using a person as the organizing center.

Accessibility: (Resources)	What materials and services are available to the learner?
Mobility: (Content)	What content areas (subjects) can emerge from this idea?
Accomplishment: (Performance)	What performance opportunities are open to the learner?

3. ACADEMICALLY ORIENTED

The PROJECT PEOPLE curriculum is not a separate entity from the academic world. The average person devotes most of his time to a vocational career, but one must not lose sight of the value of the academic skills needed in all vocational areas. Through this project, the child will receive the basic academic skills with the vocational skills integrated. The child must be made aware that his success or failure in vocational areas will depend to a great degree upon his acquiring the basic academic skills. Advancement within his chosen profession will be reflected by his academic background.

4. CLASSROOM MANAGEMENT

Management is one area which makes it possible for the teacher to reach his or her goals while working with students. The teacher must make sure that every child is involved in work and activities which the child can be successful in doing. Career education

in Bowling Green schools is highly activity oriented. With this concept in mind, the teacher could possibly begin an activity by a short introduction followed by discussion and research work. Following the introduction, the teacher and students could invite representatives from the various areas of work to discuss their jobs. After this has been done, visitation to different job locations could be done as a culminating activity. This is only one way that management can be used by the teacher to insure that his or her objectives are reached and all boys and girls have had an opportunity to gain from the activities.

5. PARENT COMMUNICATION

It is essential that parents know what's happening in the classroom. More often than not, the parent receives little, if any, information from the child unless he asks. Even then, the responses are sketchy.

Letters to parents are valuable but not nearly as effective as direct parent involvement. The parent as a resource person can give much more meaning to any program.

School activities should be visible to casual visitors. A planned presentation of activities and their relevance to the total curriculum should be an integral part of each unit.

6. A FINISHED PRODUCT

The end product should be what happens to the child. This is determined by both visible and oral activities engaged in by the child and the child's achievement as seen by others. There may be a variety of these accomplishments, such as performance, a play, a diorama, a display, a mural, a model, a report for parents or other members of the school, a newspaper, or a product made by the student. These activities should synthesize the skills and information gained by the child so as to be meaningful to him at the time, as well as to provide a basis for future performance.

THE ELEMENTARY AWARENESS PHASE

In the usual comprehensive career education program outline the awareness phase is related to the elementary level; however, in Bowling Green awareness of the world of work is not limited to the elementary years; this phase extends throughout all twelve years and into continuing education. Career education is a lifelong process, all encompassing, permeating the total educational program and focusing on the concern for the fully-capacited self-motivated, self-fulfilled, contributing member of society.

The major goal of a career education program in the elementary school is to create an awareness of the world of work within the student and to provide him with a variety of experiences which will help him to:

-develop a positive self-image based upon the knowledge that he will be a useful, contributing member of society
-realize that work has dignity and is a social necessity
-come into contact, whenever possible, with real work situations within the home, school, and community setting
-become acquainted with the broad scope of possible career opportunities
-realistically appraise his own abilities in the selection of his career
-be aware that he is a consumer as well as a producer in our society
-realize that the process of education is not terminal, but that he must continue to study to remain abreast of new ideas and innovations of his chosen career

In the primary years, the student should be made aware of the roles of workers in his home, school, and community. During these formative years, emphasis is placed on the differentiation of the work of his parents and the work of others. Outcomes of the first three years of school should include:

-knowledge that many people contribute to his well-being and the welfare of the school community
-recognition of workers in the school
-knowledge of a variety and range of occupational skills
-ability to differentiate job requirements
-ability to share individual perceptions of the meaning of work
-recognition of services provided
-awareness and knowledge of the parents' occupations
-respect for honest work having dignity
-ability to interview human resource talent in respect to their occupations

The role of the teacher in the primary years is to:

-provide career oriented experiences
-develop an acceptance of responsibility within the student
-develop an awareness of self within the student

-develop an understanding of the dignity of work
-develop an awareness of job roles within the family and the community
-develop positive attitudes toward work

In the latter part of elementary school, the child is introduced to the basic concepts of career development. During this time, the student begins to explore more occupations, and his attention is turned to preparing for the future. Outcomes of the intermediate years of school should result in:

-respect for teamwork on the job
-cooperation with others in order to reach a common goal
-ability to discuss the relation of school subjects to work (jobs)
-awareness that knowledge and skills acquired in school are used on the job
-knowledge of language art experiences as preparation for public and elective jobs
-knowledge of responsibilities and occupational activities of elective and civil officials
-ability to identify occupational roles and work responsibilities within the local sphere
-roleplaying of occupational roles observed

The role of the teacher in the intermediate years is to:

-develop concepts of career development
-develop career orientation and an awareness of the great variety of career opportunities
-develop research skills which are necessary for the study of careers
-develop an awareness of the interdependence of jobs
-to humanize existing subject matter

The career education strategy of teaching brings the traditional curriculum alive with the inclusion of human resources; it is a process of "rethinking" or "refocusing" the traditional approach to achieve relevancy to real-life situations.

An integral part of the career education program is bringing human resource talent into the classroom to talk about their jobs. This provides an opportunity to involve the patrons of the community in the schools. Good public relations and good teaching result.

THE ROLE OF THE ELEMENTARY GUIDANCE COUNSELOR

Strong coordinating factors are present in the professional responsibility of the elementary guidance counselor. The role of the counselor is a supportive one; by supporting the classroom teacher, the result is increasing unity and communication.

The elementary guidance counselor will act as a resource person for the students, the teachers, and the administration. The counselor will act as a liason between the school and the home.

The role of the counselor in the primary years is to:

-help the child develop a sense of belonging
-help the child develop a sense of personal worth
-encourage the student to identify with occupational images
-develop the idea of the dignity of work
-show interdependence of work roles and the responsibility toward accomplishment
-expand the student's concept of the world of work

The role of the counselor in the intermediate years is to help the student to:

-develop a positive self concept
-determine his interest and concern
-accept some work role
-enhance occupational awareness

The Elementary Guidance Counselor administers the Kuder Interest Inventory. All counselors and teachers are responsible for keeping the Career Development Student Record up-dated and in the student's cumulative folder. **(See p. 34A and B)**

Bowling Green City Schools

CAREER DEVELOPMENT STUDENT RECORD

(please print or type, see other side)

NAME_____ DATE OF BIRTH _____

SOCIAL SECURITY NO._____

Grade Level	School Year	Tenative Career Choice (Write UN if unknown)	Ability Level* (Stanine)	Achievement Level* (Stanine)
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

* Use Stanine scores if available, otherwise leave blank.

Placement upon leaving school (after age 16) check areas applicable:

To be completed by
High School Guidance Office
or Placement Official

_____ Employed in full time job.

_____ Employed in part time job.

_____ Entered Technical Training Program.

_____ Entered Baccalaureate Program

_____ Unplaced

_____ Unknown

_____ Married

_____ Other_____

Career Development Student Record con't.

OCCUPATIONAL CLUSTERS STUDIED

Please Check Code as Follows:

✓ = awareness (1 thru 12)

✖ = Practical arts program (Jr. High)

✓✓ = Preparation, specific skills (High School)

Clusters / Grade Level:	1	2	3	4	5	6	7	8	9	10*	11*	12*
Public Service												
Health												
Consumer Homemaking and Related Occupations												
Agri-Business and Natural Resources												
Hospitality and Recreation												
Personal Services												
Construction												
Manufacturing												
Communication and Media												
Transportation												
Marketing and Distribution												
Environmental Control												
Business Office												
Fine Arts and Humanities												
Marine Science												

* When chart above is not applicable for grades 10, 11 and 12 list preparatory program (this includes pre-professional) seperately. When applicable list Major Course of Study.

Grade	Preparatory Program	Major Course of Study
10		
11		
12		

IMPLEMENTATION AT THE ELEMENTARY LEVEL

Institutionalizing career education at the elementary levels is accomplished in Bowling Green through implementation of units according to the job-cluster grade level grouping idea. This approach provides continuity between grade levels while aiding teachers in internalizing the program according to their understanding of students' needs and previous career education activities.

By establishing an organized plan for exposure to all clusters during the elementary years, students will enter the junior and senior high school years with a general awareness of careers in all clusters.

A creative teacher, dealing with ideas, can utilize the students' interests to teach a variety of units. For example, a teacher at the third grade level used the idea of the roles of restaurant workers as an organizing center for involvement of students in role-playing the workers while gaining significant experiences in relating school activities to the world of work. Students used Language Arts skills in interviewing resource persons from the restaurant and in report and letter writing; a Spelling vocabulary of related words was utilized in preparing a menu of foods prepared by the students and in developing experience charts. Math skills were developed in computing the cost of menu items, shopping for the groceries, and in figuring profits. Science and Health areas were studied in relation to the four food groups and the value of various foods to the growth process; Social Studies was brought into focus as students studied the relationship of geographical regions to food production and distribution.

As the unit progressed, students became aware of the importance of skill development and application in practical situations as well as the need for cooperation and interdependence of workers on the job and the need for communication skills in order to perform a job well done.

The organizing center approach enables the teacher to expand her instructional technique to include "doing" activities, utilizing significant printed matter, visual imagery, and direct experience from the real world. With organizing centers formed from life's activities, teachers can plan, implement, and evaluate relevant instruction.

Traditional subjects can be learned effectively by involving students in the work activities of the adult world because the content of an occupation gives the teacher a variety of instructional choices and allows focusing upon life-centered activities. Introducing the human element into instruction through focusing upon real people infuses the curriculum with active knowledge.

INTERVIEWING AT THE ELEMENTARY LEVEL

At the elementary levels, interviewing resource persons can be approached as a language-arts-communication skill:

> "If you (the student) wanted to find out some things about the work a person does, what questions would you ask?"

By stimulating the student to think for himself, and perhaps fielding questions from the students about the teacher's work as a starter, the teacher provides the opportunity to capitalize on student suggestions for appropriate interviewing questions. The interests and maturity of students determine the sophistication of the questions; following are some examples of the most frequently asked questions by elementary students:

. . .What do you do on the job?
. . .Why did you choose this job?
. . .What do you like best and least about your job?
. . .Was this job your first choice?
. . .What tools do you use?
. . .Who is your boss?
. . .Does your boss ever compliment you?
. . .What training or schooling do you have?
. . .Do you have to travel?
. . .Does your family like you to have this job?
. . .Do you have to work at night?
. . .What are your working hours?
. . .Do you work alone, or with others?
. . .About how much money could a beginner on your job earn?
. . .Have you had other jobs?
. . .Can you do another job because of your training for this job?
. . .Would you like to change jobs sometimes?
. . .What are your fringe benefits? (Primary grade children might ask, "What are the good things, such as vacations, that you get from your job?")
. . .What school subjects help you the most on your job?
. . .Do you have to be quiet on your job?
. . .What are your work "rules?"
. . .Do you have to wear certain types of clothes on your job?
. . .Do you work all year? In all types of weather?

Intermediate students generally are more concerned with economic aspects of jobs and more specific information; often, they might utilize questionnaires of their own making in recording responses to the interview. The information can then be referred to in reporting to others, or in writing reports for research purposes.

Use of the interview technique is probably the most effective device we have for teaching both speaking and listening skills.

TWO EXAMPLES OF UNIT WRITING

Following are two examples of career education units at the elementary level; the first example follows the pattern of using the resource person(s) -- workers in the movie theater--as the organizing center for unit development. All subjects are related, to the highest degree possible, to the work roles in the theater and their application in real-life situations. The unit is written on a primary level (third grade) according to the job cluster-grade level plan referred to in the section, "The Job Cluster Concept." (Third grade--Hospitality and Recreation)

The second example utilizes the subject area as the first consideration in unit planning--Science taught through the use of a Science kit and its relationship to the greenhouse and the florist. Other subjects are related to the study of the greenhouse; the unit is written on an intermediate (sixth grade) level (Sixth Grade--Environmental Control).

Considerations and elements of unit writing are designated in the unit format; both units were developed and taught by Diane Sharer, L. C. Curry School.

Job Cluster -- Hospitality and Recreation

Organizing Center -- Workers in the Movie Theater

Occupations:
Manager
Cashier
Concession Workers
Ticket Taker
Ushers
Janitors
Film Technician
Public Relations

"The Movie Theater"

What a way to spend a relaxing and enjoyable afternoon or evening together. Smell the aroma of fresh popcorn; share the excitement with your elbow-touching neighbors. "Oops--sorry I spilled my coke down your leg!"

The movie theater study can branch into so many exciting directions for the children. Teachers may involve all subject areas, from the money angle to the manners and social-science concept.

All can take part and who knows. . .you may have opened a new experience for some of your pupils.

*****

RESOURCES:

Local Movie Theater:
Manager, Cashier, Technicians, Ushers, Concession Workers; Movies--Operation of — Person in the Occupation

Classroom Theater — Visibility

Library Materials:
Film library
Books and filmstrips

CONTENT:

Mathematics:
Pricing and admission charge, income (tickets and food), costs and expenditures (food and film rental)

Language Arts:
Vocabulary--spelling words, letter writing, conversation skills, composition (film topics of interest), movie script writing (acting)

Social Science:
Manners, employer-employee relationships, public relations

Art:
Advertising--billboards and marquee, expression of a particular movie through drawing, concession signs, ticket booth construction

— Academic Relevance

PERFORMANCE:

Visit to a local movie theater--projection room house, operation of concession stand

Interview manager, cashier, technicians, concession workers, ushers, janitors

Write letters of appreciation to those who contributed to visitation and interviews

Discuss manners in a movie theater

Set up movie theater "vocabulary"

Role-play a classroom theater:
Assign roles--manager, concession workers, cashier, ushers, ticket-taker, film technician, janitors, public relations — Management of each child's interests

Ordering of films--using film catalogue

Advertising--make marquee and coming — Finished Products

attraction posters
Use play money--set admission price and concession prices.
Use math practice sheets for totaling items purchased
Setting up concessions--estimating food needed for class (popcorn, candy, coke)
Have a detailed expense report--Output and income (films and tickets), output and income (concessions)
Write newsletter to parents; inform them of activities--invite them to visit the class and come to PTA ——— **Parent Communication**

Job Cluster: Environmental Control

Organizing Center: The Florist, The Greenhouse and, SCIS (Science Curriculum Improvement Study)

Occupations:
Manager
Bookkeeper
Greenhousekeeper
Potters
Arrangers
Maintenance

"The Greenhouse and Florist"

Objectives:
Students will study the greenhouse operation through the coordination of the Science Curriculum Improvement Study (SCIS Life Cycles Kit) and the two greenhouses observed at Bowling Green High School and Deemer's Florist Shop.
Each child will participate in the classroom greenhouse and will carry out his responsibilities as assigned.
The students will plan and work together throughout the unit, striving for a successful greenhouse.
Each child will have the opportunity to positively or negatively define his role at the end of the unit and voice any other reactions toward the greenhouse study.

*****

RESOURCES:

- Local Greenhouse and florist
  - Manager, Bookkeeper, Keeper, Arranger, Salesmen, and Distributors — **Person in the Occupation**
- Actual operation of the greenhouse
- Bowling Green High School Greenhouse
- Library materials
  - films; books and filmstrips
- Classroom greenhouse
- SCIS (Life Cycles Kit)

CONTENT:

- Mathematics:
  - Pricing of seeds, fertilizers and materials needed in greenhouse operation
  - Keeping daily logs of planting, sprouting, and production of beans
  - Graphing the number of seeds found in various fruits and vegetables
  - Cost of floral arrangements (profits)
- Language Arts:
  - Vocabulary words using greenhouse and florist terminology
  - Letter writing skills
  - Conversation skills
  - Listening skills
  - Language experience charts
- Social Science:
  - Employer-employee relationship
  - Public relations (florist)
- Health:
  - Nutrition from different fruits and vegetables
  - Dishes which can be made from different vegetables and fruits
- Life Science:
  - Setting up environmental control groups with seed planting (sun, water)
  - Study germination of seeds
  - Chemicals used to protect plants
  - Logging all scientific results
  - Studying the biotic potential of the producing plant
- Art:
  - Flower arranging
  - Drawings and paintings of flower arrangements

Academic Relevance

Visibility

PERFORMANCE:

Visited a local greenhouse and florist
- Operation of greenhouse
- Floral arranging operation
- Clerical work
- Interviewed both managers

Visited a school operated greenhouse
- Saw preparation before planting
- Interviewed both the teacher and students involved
- Informed about all mechanical operations necessary to run a greenhouse

Wrote letters of appreciation to both greenhouse operators who contributed to visitations and interviews

Discussed operation of a classroom greenhouse and materials needed

Used a SCIS Life Cycles Kit

Set up environmental control groups

Using donated materials (From Bowling Green High School), set up a winter growing project (tomatoes)

Management of each child's needs

Logged all results from control group findings

Studied germination of seeds with oasis cups

Worked with floral arranging using plastic flowers

Finished Products

Evaluation:

- Class discussion on how they felt about the class greenhouse operation; how it could be improved
- One to one (teacher - pupil) communication to determine child's positive and negative feelings toward the unit
- Written communication to parents informing them of the classroom greenhouse; invitation to them to visit the class

Parent Communication

BOWLING GREEN JUNIOR HIGH

Academic:

After a child completes the elementary awareness (k-7) phase of Career Education in the Bowling Green City Schools, he enters the Junior High where he expands his Career Education experiences in the world of work. To synthesize the awareness of the clusters taught at the elementary school and to infuse knowledge of the clusters the students might have missed, the social studies teachers present an orientation unit at the beginning of the 8th grade. This is the first time a formal study of the cluster as a means of organizing man's work is studied. The cluster concept is defined and each area investigated. A sample orientation unit is included for examination. The introductory unit provides a basis for correlating the student's past elementary school awareness phases and becomes a frame of reference for his future Career Education experiences. (See units pp. 50-62.)

Even though the awareness phase of Career Education is continued in the academic classes at the Junior High, the program is not limited to this area. The expanded efforts include emphasis upon appreciation and attitudes, self-awareness, decision-making, educational awareness, economic awareness, skill awareness, and employability skills. Departing from the assigned grade level cluster concept at the elementary school, the Junior High academic teacher is free to relate an academic concept being taught to any cluster in which the concept is utilized as a skill on the job. The classroom teacher does not write Career Education units, but instead writes academic units with specific objectives and activities relating to the career elements.

Sample units from science, social studies, English, and mathematics are included. At this point, Bowling Green Junior High is in the process of studying whether or not specific career elements should be assigned to an academic area. The purpose would be to insure the development of a coordinated program and avoid repetition and/or omission. The Career Education concept is developmental within a school and its staff. It evolves through a growth process which necessitates continuous evaluation and change. Our program this year is an adaptation, refinement, and expansion of last year, and our program next year will be an outgrowth of feedback, experience, and evaluation. The Career Education program in the Junior High is a teacher developed program designed to fit the needs of our individual school. The Bowling Green Junior High program has been three years in the making and is not a finished product now.

Practical Arts (the exploratory phase):

The unique aspect of Career Education at Bowling Green Junior High is the exploratory phase called Practical Arts. The opportunity to experience hands-on activities that a person uses on the job in a particular cluster expands the students' frame of reference from awareness to experience. Given this additional knowledge, the student has a sounder basis for making a tentative career choice for high school preparation.

Bowling Green Junior High suscribes to the eight goals of a good practical arts program as suggested by the Practical Arts Unit of the Kentucky Bureau of Vocational Education.

(1) Every junior high school student should be able to explore his occupational interests and aptitudes from among the broadest possible range of occupational areas;

(2) every junior high school student should see clearly the relationships between the academic content he is being asked to master and his tentative occupational choices;

(3) as many junior high school students as possible should acquire some real work experience;

(4) junior high school students should be provided with some basic vocational skills which they can use as building blocks in their later career education development;

(5) occupational choice options should be kept open for all junior high school students, while each should be simultaneously encouraged to make tentative personal commitments to one or more broad occupational areas at some broad level of competence;

(6) junior high school students should be provided with sufficient knowledge about, and experience in, the various vocational education areas open to them at the senior high and post-high school level so that these students can really choose from among them;

(7) those students who express an intention to leave the formal educational structure, at least for awhile, near the end of the junior high school years, should be provided with a set of salable vocational skills that they can use in obtaining employment; and

(8) vocational exploratory programs should be provided in such a way that academic learnings in traditional junior high school areas will be enhanced rather than de-emphasized.

The mechanics of the exploratory phase are determined by the number of qualified staff, materials, and schedules. The ideal situation would be to have opportunity for exploration of all cluster areas; however, because of staff limitation, facilities, and equipment, it is not always feasible to attempt all at first. It would also be the ultimate goal for students to be able to experience all clusters for a brief period of time, and then choose the cluster/s which interest them for a longer period of exploration. Again, though, this might be determined by outside factors: staff, schedule, etc. Following is a presentation of how we are presently handling the exploratory phase at Bowling Green Junior High and is to serve only as an example at this point.

At Bowling Green Junior High School, we offer hands-on experiences in ten (10) out of the fifteen (15) clusters as defined by the USOE (United States Office of Education). The ten clusters are Agri-Business; Business-Office; Communication and Media; Construction; Health Services; Homemaking and Consumer Occupations; Manufacturing; Marketing and Distribution; Natural Resources and Environmental Science; and Transportation and Power. We have combined Business-Office and Marketing/Distribution into one Practical Arts class and Agri-Business and Natural Resources/Environmental Science into one class, also.

The exploratory classes are called Practical Arts. In the eighth grade all students go through five (5) Mini Classes (of 7 weeks duration) in the areas of Business/Office-Marketing/Distribution, Construction, Homemaking and Consumer Occupations, Manufacturing, and Transportation/Power. The homerooms are divided into five equal groups (mixed sex) and rotated through the areas. In addition to these Mini-PA Classes, the 8th grade student meets one day a month with the Health Practical Arts teacher and also one day a month with the Communication and Media Practical Arts teacher. Because the Agri-Business/ Natural Resource/ Environmental Science teacher is only ½ time, scheduling of 8th grade students into this area for a glimpse of the program was impossible, and, therefore, it is the only area that the students cannot experience for a short period of time in the 8th grade. Hence, the 8th grader has experienced briefly activities and skills which a person in the cluster would be expected to do on the job, and the student's knowledge of his own interests, abilities, and aptitudes has expanded.

With this expanded knowledge, the 8th grader now makes a choice for his 9th year. From the five Mini-Practical-Arts-Class (Business/Office-Marketing/Distribution, Construction, Homemaking, Manufacturing, Power/Transportation), he now chooses one of these to explore for a year's in-depth study. He also has infused into his 9th grade the state required health class exploration of Health Careers. In addition to these, he has the choice of ½ year in Communication and Media and 1 year in Agri-Business/Natural Resources/Environmental Science.

Therefore, it is possible for a 9th grade student to be exploring from one to four clusters. Even though the other five clusters (above the ten Practical Arts classes) are not taught separately as Practical Arts classes, these can be and are included in other departments. For example, exploration of **Fine Arts and Humanities** is handled by the combined efforts of the Choral Music, P.E., and Art departments. A musical is produced each year which involves production, direction, scenery, lighting, acting, choreography, etc., and every aspect of this phase of Fine Arts and Humanities.

Recreation and Hospitality is integrated into the Physical Education and Home Economics department, **Marine Science** into the science department, and **Personal and Public Services**, for instance, into the social studies department. With the student's knowledge of self, interests, abilities, and aptitudes expanded through the exploratory experience, he leaves the 9th grade better knowing who he is, where he is going, what it takes to get there, and he has a planned three-year high school program. The key part of this planning is completed in the guidance component during the 9th grade at Bowling Green Junior High.

BOWLING GREEN JUNIOR HIGH GUIDANCE PROGRAM

At Bowling Green Junior High the guidance counselors work with three separate groups - students, teachers, and parents. These groups will be disucssed separately even though the activities and results are frequently overlapping.

Counselors work with eighth and ninth grade students in two types of settings - small groups and individual counseling. Each student is scheduled into at least four sessions of group guidance. Groups are relatively small (14-20) and girls and boys are grouped separately, but schedules are made so that it is possible for groups to be combined. A schedule is planned for the entire year and a copy of the schedule is given to each teacher on the first day of school. This is to be posted so both teachers and students can plan their time in advance.

The group guidance program is one example of how career guidance can be effectively presented through the regular curriculum as a supplementary program and not as an "add-on". By utilizing existing small groups, not only can more students benefit from a career-educationally oriented guidance program, but more open lines of communication can be established between the counselor and students. If a student is receiving basic career information in the group setting he will have a better reference point for seeking assistance from the counselor in individual sessions. The following is a plan of activities for each guidance session for 1973-74.

EIGHTH GRADE

SESSION I

Since this is the first opportunity for counselors and students to meet in a new school setting, session I is an introduction of the counselor as an individual and an explanation of the duties and responsibilities of the counselor's job.

Lists of guidance services are presented to each student and an explanation is given as to how these services can best be utilized.

An explanation is made of procedures to be followed for an appointment with the guidance counselor, and copies of referral slips are given to students.

Questions are discussed concerning the satellite leaders, social worker, secretaries, assistant principal, principal, superintendent and board members, a brief job description of each position is given.

Procedures to be followed during fire drills are discussed and questions are answered concerning controversial topics in the handbook (dress code, chewing gum, smoking etc.)

The session ends with a survey of their feelings about attending school-whether they anticipate coming to school or dread attending.

They then attempt to analyze why they feel as they do.

No signatures are placed on the slips.

This is a part of a continuous check of attitudes toward school, how they change as students grow older, and why.

SESSION II

Discussion of how people differ in their personal values, needs and expectations from life.

Jobs are one means of satisfying some fundamental needs.

The counselor explains the difference in an inventory and a test, and the Work Values Inventory is administered.

The session ends with a discussion concerning when career choices should be and are made.

Students who feel they already know what they will be doing in the world of work tell their career choice and why they have made this decision.

Each student is asked to give serious thought to a future career as he will be asked to make a tentative career choice before the end of the school year.

SESSION III

Students list examples of occupations normally held by men or women that are now being entered by members of the opposite sex.

They discuss why jobs have been stereotyped according to sex and the difficulties one may encounter in breaking down existing social barriers.

Students are asked to begin a collection of news items, pictures and articles discribing such situations.

Students give their opinions of advantages and disadvantages of various occupations and explain how jobs influence a person's way of life.

Questions of the following type are asked:

Why do people work?
What does the expression "women's lib" mean to you?
Are there jobs women can't do? Shouldn't do?
Why do you feel women want to do what has traditionally been men's work- why do you feel men want to do what has traditionally been considered women's work?
What things should be considered in selection of a career?
Is this the way most people decide upon a job?
When should a career choice be made? Why?

What qualities does an employer look for?
How does a person's work effect his self-concept?
What is success?

SESSION IV

A group interpretation of the results of the Work Values Inventory is given.

Students are urged to arrange individual conferences for more detailed and personal explanation.

The logical steps of the decision making process are discussed and the following are listed:

Recognize the problem
Gather information
Seek advice from others
Make an estimate of possible solutions
Take appropriate action
Each student is asked to make a tentative career choice and give his reason for this selection
This is followed by information concerning thier options in course selection in 9th grade

NINTH GRADE

SESSION I VALUE OF INVOLVEMENT

Students are asked to tell what the word value means to them and to list what they value. This ranges from the tangible to intangibles from money to friendship to school. Stress is placed on value of involvement. An article on involvement is read to them and the students are given a worksheet on which they give their immediate reactions to the article. Questions such as the following are discussed:

What would you have done in the same situation?
What are the basic underlying factors?
Do you agree with the analysis given?
What can you (you, the government, anyone) do about the problem?
How does this involvement relate to you as a student and later as a worker?

SESSION II SCHOOL INTEREST SURVEY

Students are asked to identify famous people who failed but did not give up. They are given clues to their answers. The correlation is shown between perserverance in personal life and success in the world of work. Students are asked to rate in order of importance to employers the following traits - honesty, punctuality, industry, loyalty, initiative, cooperation and the ability to get along with others. They then discuss why they rated them as they did.

A school interest test is given with thirty-eight statements to be answered "yes" or "no." Students who have more than twelve negative responses are seen individually at a later time by the counselor.

(In additional lengthened guidance sessions held during the first semester, the Ohio Vocational Interest Survey is administered to all ninth grade students.)

SESSION III

A guidance associate film, "High School Course Selection" is shown explaining why some courses are required, and why all students have a need for basic background information in the four academic areas of English, Math, Science and Social Studies. This is done in a manner easily understood by teen-agers who see themselves depicted in situations that are relevant to them. This film explains the difference in required courses and electives and shows how electives are used to build a course of study that prepares you for advanced academic training, post high school, vocational training, on the job training, or job placement.

Students are given a course description handbook published by the Senior High, listing offerings in each area and course offerings categorized into career fields. (See the Senior High Section for detailed information.)

State and local requirements for high school graduation are discussed and a review of the steps involved in decision making is held. Questions are answered and students are urged to come to the counselor for individual help in planning a program for 10th grade and, if possible, the following years.

SESSION IV

A group interpretation of the Ohio Vocational Interest Survey is given and students are urged to follow-up with individual sessions with the counselor. Each student is asked to record his tentative career choice and list his reasons for making this decision.

The survey forms used by the Senior High are explained and students are assisted in transferring their course selection for 10th grade to this survey form.

Individual counseling sessions are initiated by students, counselors or teachers. Career development records are checked to compare ability, achievement and career choice as recorded in the seventh grade. Students are scheduled for individual sessions when their interest, achievements abilities and choice of a career do not seem to coincide. Underachievers are told of the discrepancy between their ability and their achievement and of requirements for entry into careers of their choice. Individual counseling sessions are held with all students who wish to discuss the correlation of their future plans with their interest, ability and achievement level. Students confer with the counselor on an individual basis while making their decisions on courses to take in high school.

TEACHERS

Various approaches are utilized by the guidance counselor in working with teachers. At the beginning of the school year each teacher is provided with current test information and personal data concerning each student in his satellite. This information is interpreted with emphasis placed upon the correlation of ability and achievement.

Counselors compile an alphabetical file listing the occupations of the parents of junior high students. This file is utilized by both teachers and students in our program of community involvement.

Counselors collect and distribute current information and material relevant to each academic and practical arts area. In addition to this the counselors assist in the development of the resource center for Career Education to be housed in the library and they furnish some sources of information from their personal files.

Counselors meet at least once weekly with the teachers of each satellite. Discussions are held on existing activities and ideas and materials are exchanged. Counselors meet with individual teachers to assist with problems that do not concern the entire group.

Teachers are members of the guidance committee on a voluntary basis. They assist in developing and improving the existing program. All teachers at the end of the year evaluate the guidance program as it has functioned for the current year and submit ideas for improvement for the following year. Their involvement in the total guidance effort broadens the scope of the program and enriches the opportunities open to students.

PARENTS

Parental involvement is sought by the guidance counselor. In the first weeks of school parents are informed of the services available to them from the guidance department. Parents are urged to talk with the counselors concerning ability, achievement, interest and career choice of their student. Parents are members of the guidance committee and meet with teachers, counselors and students throughout the year to revise, refine and improve the existing program.

Parents are surveyed at the end of the school year to determine how effective they feel the guidance program has been and to incorporate their ideas into development of a program for the following year. By involving parents in the development and implementation of the guidance program, the program is strengthened and parents are better equipped to discuss future plans with their child.

BOWLING GREEN JUNIOR HIGH SCHOOL
8TH GRADE ORIENTATION TO CAREER EDUCATION CLUSTERS

A STATISTICAL VIEW OF THE WORLD OF WORK

Given that information is a necessary ingredient for making wise career choices, you will gather and analyze facts and figures concerning careers using your parents as a sample from which to collect data.

ACTIVITIES:

1. You will interview you parents using interview for no. 1.
2. When all information is compiled you will record total data in statistical form using data sheet no. 1.
3. Construct a graph showing what per cent of jobs of your parents belong in each of 15 job clusters.
4. Construct a chart showing educational level compared to the amount of money being earned.
5. Check the reliability of your findings by completing the same activities (1-4) but collecting data from adults other than your parents.
6. Interview one person from each job cluster using interview form no.2.
7. Construct a poster that you feel shows the role work plays in a person's life.
8. Based on all the data we have gathered, what occupation(s) would you consider for your life's work?

A teacher taught unit presenting the concept of Job Clusters is to be taught before completion of Activity no. 3.

CAREER INFORMATION DATA SHEET NUMBER 1

How many different occupations were listed? _____
What is the average age of those persons interviewed? _____
Give the number of persons working in each occupation._____
What is the total of hours worked? ____ the average per week? _____
What is the average per hour?____ average educational level? _____
What per cent felt their jobs were important?____ What per cent would choose the same job again?____
In what per cent of the homes do both parents have jobs outside the home? _____
On the average, how much time does a person devote to his job per week?_____
Reasons for selecting jobs:

number who answered	A._____	percent of total	_____
	B._____		_____
	C._____		_____
	D._____		_____
	E._____		_____
	F._____		_____

WOMEN:	MEN:
number of different occupations_____	_____
average educational level_____	_____
felt their job was important_____	_____
would make the same choice again ____	_____

CLUSTER ORIENTATION (CONTINUED)

WOMEN:	MEN
average number of hours worked _____	_____
average pay per hour _____	_____

INTERVIEW FORM I

Dear Parent or Other Interested Adult,

We are asking your help and cooperation in the completion of this interveiw sheet so that we may gain information that will help us make wise career choices. We do not wish to know the names of those persons being interviewed.

Mother's (if housewife use interview form No. 3)

or

Father's occupation _____

a brief description of the occupation: _____

_____

_____

average number of hours worked per week _____ pay per hour _____

number of years of formal education _____ your age _____

What problems does your occupation present: _____

_____

_____

What do you enjoy about your occupation: _____

_____

_____

Is you job important _____ Would you choose the same job again _____

Please select the best answer, why did you choose your job?

A. Money B. security C. advancement D. enjoyment
E. no other job choice F. no answer applies

What do you feel should be taught in school to prepare student to make career choices?

_____

_____

INTERVIEW FORM 2

Job Cluster represented _____

Specific Occupation _____

Place of employment _____

Name of person being interviewed _____

Give a brief description of the occupation: _____

_____

Would you select the same occupation again? (Why or Why not) _____

_____

_____

INTERVIEW FORM 2 (continued)

What are the opportunities for advancement in your occupation? _____

_____

_____

What do you feel should be taught in school to help prepare young people for work?

_____

_____

INFORMATION SHEET 3

Please give a brief description of what it's like to be a housewife:

Do you feel being a housewife is a worthwhile occupation? _____

Would you work outside the home if you could? _____

Should young women be trained to work outside the home? _____

How many hours a week do you work at being a housewife? _____

What kind of career education would you like to see our schools offer? _____

_____

In what ways can a housewife use a good education? _____

_____

EIGHTH GRADE ORIENTATION UNIT

Rationale:

This unit is designed to introduce the cluster concept to the Jr. High student. It will emphasize the exploration of many occupations and self-awareness.

Purpose:

To provide knowledge of self-awareness, job families, and skills required at various levels.

Objectives:

1. After viewing filmstrips "Who Are You?" and "What Do You Like To Do?" (S.R.A. Kit), the student will fill in record sheet No. 1 and No. 2 to get an in-depth view of himself.
2. The student will use the record sheet No. 1 and No. 2 to make significant observations about his personality and life style and relate these observations to possible choices of career and leisure-time activities.
3. The class will view the filmstrips "What is a Job?" and "What are Job Families?" and fill in record sheets No. 9 and No. 10 to explore a career choice.
4. Eighty per cent of the students will locate five references to occupational choices for future exploration.
5. Eighty per cent of the students will find information concerning required aptitudes, salary, training, job characteristics and advancement opportunities for five occupations.
6. All students will interview their parents or someone holding the occupation that they are investigating. (Form will be provided).
7. Eighty per cent of the students will list the 15 clusters and name five occupations that could be found in each cluster offered at the Junior High.
8. Ninety-five per cent of the students will define the cluster concept.
9. Ninety per cent of the students will corectly identify nine of the following:
   a. Occupational skills, requirements, personality traits, salary, aptitude, occupation, employer, employee, fringe benefit, trade union, apprenticeship, and career.
10. Seventy-five per cent of the students will make a survey of the occupations in Bowling Green and Warren County. (This will be a class project).
11. After viewing the filmstrip, "What Good is School?" the students will fill in record sheets no. 5 and no.7 and reassess their occupational choices.
12. Eighty per cent of the students will list four training institutions in their county and name two occupations for which they could be trained at these institutions.

Activities:

1. The teacher will have available for showing all the filmstrips listed in objectives - also the record sheets.
2. The librarian will explain the occupational references contained in the library, location and general information found in these references.
3. A committee will interview the cluster teachers at the Junior High and bring findings to classmates.
4. Students make a bulletin board showing industries in community and list available occupations in each industry.
5. Pair students off with classmates that they feel they know fairly well - each person will jot down notes about what the other is like (his interests, activities, hobbies, likes and dislikes, talents, skills, strong personality traits). At the end the student is to predict the career his partner might be likely to choose.
6. "TheMe Nobody Knows" - student could record their activities, hobbies, friendships, pets, thoughts and feelings by taking snapshots of themselves in and out of school. They can also take or collect pictures of possible future careers and leisure-time activities that interest them. The snapshots might be arranged in an annotated scrapbook titled "The Me Nobody Knows."
7. Other students might like to keep a log or diary of their activities, thoughts, and feelings for a week. They might elaborate the log by drawing cartoons or writing poems, limericks or narratives.
8. Ask each person to bring to class an object that represents some aspect of a career he might like to follow as an adult. Have him present his object and explain its significance for him.
9. Have a guest speaker to explain what jobs are available now and will be in most demand for the future.
10. Play the game "What's My Line" (Place occupation in career cluster).
11. Make a chart showing the size of industries in the Bowling Green area as to number of persons employed.
12. Design and develop a career folder. Include the following:
    a. Definition of career cluster
    b. A list of the 15 career clusters
    c. Description of my ideal job
    d. Paragraph describing the things to consider before making a decision about a career
    e. All work sheets completed
    f. Pictures and clippings from newspapers about your career
    g. Photographs of people on the job
    h. 10 to 15 "write-ups" of the occupational briefs using the SRA kit.
    i. Titles and summaries of films or filmstrips you have viewed

Evaluation:

Teacher made test

Materials:

Library books, SRA Work Kit, filmstrips, films, record sheets, telephone books, pamphlets from Chamber of Commerce.

Skills:

Interviewing skills, role playing, reading, recording, writing, oral presentations, making charts, designing covers for folders.

Career Elements:

Self-identity, career awareness, skill awareness, decision-making skills, social and communication skills appropriate to his age, educational awareness, respect for self and others and economic awareness.

ARITHMETIC & GENERAL MATH
JUNIOR HIGH SCHOOL

Insurance

I. Rationale

This is the third in a series of units on the practical application of mathematics in relationship to the business world.

II. Purpose:

To investigate possible jobs in insurance. To instill an awareness of the importance of insurance. To obtain a working knowledge of determining cost of insurance.

III. Pretest:

Have students name as many types of insurance as they know. Ask 3 practical problems involving determining insurance premiums.

IV. Objectives:

A. Given four types of insurance, the students will be able to name and discuss all four.
B. Given a packet of work, including: problems, research questions, and an interview sheet; the students will perform with 80% accuracy.
C. Upon completion of the given unit of work, the students will see correlation between mathematics and the insurance field.

V. Activities:

A. The class will be given a packet containing problems involving Life, Fire, Health, and Automobile Insurance.
B. Students will be asked to discover through research other types of insurance not mentioned in the packet.
C. Students will be asked to discover through outside resources: (1) The 4 major types of life insurance; (2) Two major types of automobile insurance.
D. Interview an insurance agent.
E. Class discussion of what students have learned.
F. Research other jobs in insurance field other than agent, in which math is involved.

VI. Evaluation:

A. Name and discuss 2 of the four types of insurance mentioned in the packet of activities.
B. Solve ten given problems involving computations that would be performed by an insurance agent.
C. Discuss the interview of the insurance agent. (2 paragraphs.)

VII. Resources:

A. Health workbook (1959): Hart, Schult, Irvin.
B. Refresher workbook in Arithmetic (1968): Allyn & Bacon.
C. Health textbook (1966): Hart, Schult and Irvin.
D. Gen. Mathematics (Text-1964): Laidlaw, Brown Simon, Snader.

VIII. Skills:

A. Reading
B. Writing
C. Listening
D. Discussion
E. Analyzing

IX. Career Elements:

A. Awareness (Career, Educational, Economic.)
B. Decision making.
C. Skills.
D. Attitude.

Insurance (continued)

X. Attitude:

Positive response toward insurance, and job opportunities in the insurance field. Also an accurate evaluation of where mathematics belongs in the insurance field.

SOCIAL STUDIES
JUNIOR HIGH SCHOOL

Political Science
The Post Office

I. Rationale

In a democracy the purpose of government is to serve the people. Government provides us with many services which we could not possibly provide for ourselves. In presenting this unit on postal jobs, we are going to study what services the government performs for us - stressing postal jobs (postmaster, postal clerk, mailman, and truck driver.)

II. Purpose:

To promote awareness of government jobs through services that the government performs for us--especially postal jobs.

III. Objectives

Given a list of postal jobs, the student will select one and interview a person holding that job and report to class.

Given a list of postal terms, the student will write a story or essay on the postal system.

Given a list of report topics about our postal system, the student will select one and write a report--the best will be presented to the class.

IV. Activities:

A panel will research and bring the history of postal service in the United States to the class.

Guest Speaker - invite the postmaster to tell about his job; also postal clerk, mailman, and truck driver.

Take a field trip to post office to learn operation procedures - see people on the job.

Research services offered by post office to citizens.

Role play the services performed by postal clerks (selling stamps, money orders, postal-savings, parcel post, sorting and routing mail, keeping records of postal savings accounts and tabulating money - order receipts.

V. Assign special reports on:

How are post offices classified?
How do postmasters get their jobs?
Careers in handling direct mail
Careers in supplementary mail-service jobs
Functions of post office
Recent developments in the post office
First regular airmail service
Postage stamps designs
Motto of the post office department
Beginnings of public mails
Organization of the post office department
Civil Service Examinations
Work of postal inspector
Franking privilege of government officials

Political Science - The Post Office (continued)

VI. Evaluation:
Written test - teacher made

VII. Materials or resources:
Guest speakers, library books, filmstrips and field trips.

VIII. Skills:
Listening, note-taking, researching, oral reporting, role-playing, poster making and interviewing.

IX. Career Elements:
Awareness of government services through post office
Decision making
Skills involved in postal jobs

X. Attitudes:
Cooperation with government to receive full benefits of services.
Respect for person on the job.
Responsibility of individuals on the jobs.

XI. Terms to be taught:
Rural free delivery
Metered postage
Precanceled stamps
Parcel post
City delivery
Star-route delivery
General delivery
C.O.D.
Insurance on packages
Certificate of mailing
Dead-mail office
U.S. savings bonds
Postal savings
Franking

ENGLISH
JUNIOR HIGH SCHOOL

Health Careers - The Physically Handicapped

I. Rationale:
This is the third in a series of units on practical English

II. Purpose:
To acquaint students with the contributions of the physically handicapped and those individuals and organizations that are responsible for their adjustment to life.
A. To make students aware of the many trained and active handicapped individuals in our city.
B. To expose to the students some of the individuals and organizations involved in the training programs of the physically handicapped:
1. Speech therapists
2. Physical therapists
3. Braille writers
4. Surgical suppliers and manufacturers
5. Sponsors of "Hire the handicapped" contests
6. Business firms that hire the physically handicapped
7. The Goodwill Industries

Health Careers - The Physically Handicapped (continued)

C. To illustrate by reading "The Miracle Worker," a biography of Helen Keller, who was blind, deaf, and dumb, how proper training, though difficult, can make life more productive for the physically handicapped.

D. To recognize the following literary terms taken from, "The Miracle Worker"

1. Theme
2. Climax
3. Complication
4. Reversal
5. Denouement
6. Unity
7. Subplots
8. Conventions
9. Expositions
10. Falling Action

III. Pretest:

Students will be administered a teacher-made test to determine how well they are aware of the business firms in our city that employ the physically handicapped and the organizations that train and promote programs relating to the physically handicapped.

Students will be asked to identify the library elements found in drama.

IV. Objectives:

A. Having made a careful study of the business firms that hire the physically handicapped in our city, the students will write a description of the jobs performed by the physically handicapped.

B. The students will also be able to identify those who specialize in the training of the handicapped, and the organizations and programs that are responsible for their training.

C. Having studied, "The Miracle Worker," the students will be able to identify the literary terms designated in this outline.

D. The students will discover the importance of pronunciation, word association, and vocabulary in mastering the language skills.

V. Activities:

A. The students will read, "The Miracle Worker," a play by William Gibson, pages 323-421 in Literature III, the Ninth grade text.

B. The students will do research and will interview persons associated with the physically handicapped.

C. They will read other biographies and autobiographies of the physically handicapped.

D. The students will dramatize parts of "The Miracle Worker." in class.

E. They will hear lecturers and consultants discuss the contributions and training of physically handicapped.

F. They will make posters, perform skits, and write compositions and training of the physically handicapped.

VI. Evaluation:

A. The student will list at least twenty business firms and organizations that employ, train, or promote programs for the physically handicapped in our city.

B. The student will be able to summarize the life of Helen Keller, showing how the mastery of pronunciation, word association, and vocabulary contributed to her success.

C. They will be able to define and illustrate the literary terms stressed in reading, "The Miracle Worker."

VII. Materials and Resources Used:

A. Textbook
B. Pamphlets
C. Newspapers and Magazines
D. Special reference books

Health Careers - The Physically Handicapped (continued)

E. Audio-visual aids
F. Lectures and consultants

VIII. Skills:
A. Reading
B. Writing
C. Listening
D. Speaking
E. Acting
F. Discussing

IX. Career Elements:
A. Awareness
B. Attitude
C. Skill
D. Decision making

X. Attitudes:
A. Positive attitude in evaluating the physically handicapped
B. Favorable reaction to the need for mastering the language skills

JUNIOR HIGH SCHOOL

Engineering

I. Rationale:
It has been said that we live in a society that depends on technology. This may be described by saying technology is the method man provides for his daily needs and desires.
Engineering is the process of converting scientific knowledge into technology or it is the process of applying science for man's use in an economic manner.

II. Purpose:
To expose the student to the basic areas of engineering and the effects that science and technology have had on modern life.

III. Objectives:
1. Given background information, the student will prepare a written and/or oral report explaining and discussing the general responsibilities of each field.
2. The student will make a written and/or oral report on the relationships between Engineering/Technology and modern society within a predetermined period of time.

IV. Activities:
1. Worksheets on the four main branches of engineering.
2. Compile a list of ways that engineering and technology affect your household and everyday life.
3. Check papers, magazines, and books for pictures of these areas at work. Take pictures of local on-the-job work situations in these areas and use as visual aids.
4. Lab exercises involving general principles of the four main branches of engineering.
5. Make a list of famous feats in your state resulting from engineering technology.
6. Written and/or oral quiz on the function of each branch of engineering.
7. Engage in research on one occupation of your choice related to engineering and technology and prepare an information file on that job.
(to be kept on file for future classes)

Try to include the following as a guide:

A. JOB DESCRIPTION:
   1. What type of work can you expect to be doing specifically?

B. JOB REQUIREMENTS:
   1. Educational
      a. High School; if any, and probable courses.
      b. College; if any, and areas of concentration.
      c. Experience Requirements.
         1. Years of experience required, if any.
         2. On-the-job training required, if any.

C. JOB PLACEMENT:
   1. What to apply for.
   2. Where to apply.
   3. How to apply.

D. ECONOMIC ASPECTS:
   1. Salary Range.
      a. *Non-graduate (high school)
      b. *High School graduate
      c. *College graduate
      d. *M. S. or M. A.
      e. *Ph. D

*NOTE: All entering this job for the first time.

E. OPPORTUNITIES FOR ADVANCEMENT:
   1. Efficiency related aspects.
   2. Years of service or Seniority related aspects.
   3. Other related aspects.

F. 5-10 YEAR PROJECTED VIEW OF POTENTIALLY AVAILABLE JOBS & DEMAND FOR PEOPLE IN THIS AREA'

G. INTERVIEWS

H. PERSONAL COMMENTS

V. EVALUATION:
   1. Reports and posters.
   2. Worksheets.
   3. Information File
   4. Display in room of tools, machines, and materials used by engineers.

VI. RESOURCE MATERIAL:
   1. Audio-visual aids.
   2. Library resource material.
   3. Interviews.
   4. Local personnel.
   5. Simple machines kit.
   6. Field trips.

VII. Skills:

1. Decision making.
2. Observing
3. Writing
4. Estimating.
5. Research
6. Forming conclusions.
7. Following instructions.
8. Application of principles
9. Reading
10. Recording

VIII. Career Aspects:

1. Career Aspects.
2. Self-Awareness.
3. Skill Awareness.
4. Decision-Making Skills.

IX. Attitudes:

1. Appreciation and understanding as to how engineering and technology provides for man's needs and desires.

BUSINESS/OFFICE AND MARKETING/DISTRIBUTION

Banking Skills

I. Rationale:

This is the first in a series of units on Business/Office and Marketing/Distribution skills.

II. Purpose:

To learn how to record receipts, payments, and savings.

A. To learn the correct method of recording receipts and payments.
B. To learn the correct procedures in opening and keeping both a checking and savings account.
C. To learn how to complete a deposit slip and reconcile a bank statement.
D. To introduce job opportunities in banking.

III. Objectives:

A. Having learned the correct procedure of recording receipts and payments, the student will list the five major sections of a receipts and payments form.
B. Having studied the correct procedures in opening checking and savings accounts, the student will list the steps taken in opening both accounts.
C. Having been introduced to a deposit slip and a bank reconciliation form, the student will list ten occupations available in these areas.

IV. Activities:

A. The student will see and discuss the film "Fred Meets a Bank."
B. The class will discuss 1) the correct steps to take in opening a checking and savings account; 2) the correct procedure of recording receipts and payments; 3) the correct procedure of completing a deposit slip and a bank reconciliation form; and 4) the job opportunities in banking.
C. The student will keep a record of check stubs and checks.
D. The student will complete problems involving deposit slips and bank reconciliation forms.
E. The student will record transactions on a receipts and payment form.

F. The student will visit a local bank.
G. The student will hear a guest speaker. (Local banker)

V. Evaluation:

A. The student will list the five major sections of the Receipts and Payment form studied in this unit.
B. The student will list the steps taken in opening a checking account and a savings account.
C. The student will complete a deposit slip.
D. The student will reconcile a bank statement.
E. The student will list at least 10 job opportunities found in banking.

VI. Materials and Resources Used:

A. Reference books
B. Bulletin boards
C. Banking personnel
D. Film
E. Mimeographed forms

VII. Skills:

A. Reading
B. Writing
C. Listening
D. Identifying
E. Discussing
F. Analyzing

VIII. Career Elements:

A. Awareness (self, career, educational, economic)
B. Attitude
C. Skills
D. Decision making

IX. Attitudes:

A. Positive response toward the understanding of correct banking and budgeting techniques.

CAREER EDUCATION: Sample of Interviewing Questions Asked Frequently by Junior High School Students

OCCUPATIONAL OPPORTUNITY OUTLOOK

1. Name of occupation?
2. What type of work is done on this job?
3. What type of education and/or training is necessary for this kind of work?
   Apprenticeship
   Vocational School
   College
   Advanced Degree
4. What is the estimated cost of this education/training?
5. What courses in junior high or high school would you recommend for persons entering your field?
6. Are there any personal qualities for this job that are more important than diploma?
7. What provisions are made for updating your training?
8. Who bears the cost of your education and/or training?
9. Is it necessary for you to belong to a union or other professional organization?
10. Is there a uniform system of licensing at the local, state, or national level in your occupation?
11. Is there a special vocabulary used in your work?
12. What tools do you use in your work?
13. Are you required to purchase these tools?
14. What type of clothing do you use on your job?
15. What is the estimated cost per year for clothing and care of clothing?
16. Who pays for this clothing and its care?
17. Are there any limitations in your job? i.e., age, sex, race, height and weight, marital
18. What experiences and training on this job might prepare you for some other kinds of jobs if you ever want to change?
19. What caused you to enter this field?
20. What steps did you take to get this job?
21. Is anyone else in your family employed in this area?
22. Is this your first job?
23. What other jobs have you held prior to this one?
24. When did you first decide you wanted this type of job?
25. What part of your job do you like best?
26. What part of your work do you wish you did not have to do?
27. What do you consider the greatest advantage in your work?
28. What do you consider the greatest disadvantage in your work?
29. Are there any hazards in your work?
30. Are you expected to work overtime?
31. Are you paid for this?
32. What extra activities are you expected to participate in that are not specifically a part of your job?
33. What hours do you work?
34. Do you have to work nights? Holidays?
35. How does your job affect your personal life?
36. When does your boss compliment you?
37. When are people fired?
38. How much money can a person earn in this kind of work?
39. What is the beginning wage?
40. Do you get a bonus?
41. What kind of fringe benefits do you have in your work?
42. Who depends on your work?
43. Upon whom do you depend for your work?
44. Is noise a factor in your work?
45. Does your job require that you be nice to people all day - even people who are crabby and ill-tempered?
46. Is capital necessary to begin in your work? How much?
47. What changes have taken place in your job recently?

THE HIGH SCHOOL ACADEMIC PROGRAM

To make the High School program a little clearer, a brief review of what has happened to the Junior High student is necessary.

1. All academic classes contained many of the career elements that were designed to create career awareness and an extremely broad view of occupational opportunities.

2. All students are exposed to hands-on (exploratory) activities which gives the broadest opportunity to examine (sample) occupational skills in many areas. This meant giving each student an opportunity to make decisions both positive and negative regarding occupational choice.

3. And finally, an extensive program in career guidance counseling through which he understands his interest, his abilities and his tentative career direction. Most students enter high school with a planned three year program that is based on a career goal. This gives the student concrete identity with the high school and gives him a reference point from which to continue or change direction as his needs dictate.

The high school program begins from this point rather than, as in the past, a feeling that the student is "starting all over again." He operates from a more mature point of view as he continues to grow through exposure to new skills and ideas.

You will note that the academic, exploratory and counseling areas are completely interrelated in the Junior High. In the high school the same is true, however, the preparatory area replaces the exploratory. In this regard, the student, rather than "sampling" a skill area, actually begins the task of learning a specific skill.

A simple example of this process will be that of a student who discovered that while sampling "marketing and distribution" in the Junior High that he or she wished to make a tentative career choice in this field. This student would then enroll in Distributive Education (which is the same thing) in order to acquire the skills necessary for employment.

It must be made perfectly clear that at no time is a student "locked into" a career choice once it has been made. The student has the option to change as his interest, needs, and direction change. It is important to understand that it makes a lot more sense to change from "something to somewhere" than it does to change from "nothing to nowhere." The process is the message.

The reader will notice that Bowling Green's initial Career Education program tends to center arount the classroom and subject centered teachers. The rationale behind the strategy should be clear. We have forever neglected these teachers when it came to helping them in synthesizing the basic skills for which they are responsible into the world where these skills will be used.

For some people art may exist for its own sake, and learning may exist for its own sake, We'll not quarrel with this. But for most people who use their art and their learning it must exist because it has a function.

It is to the everlasting credit of the Bowling Green academic faculty that it embraced the concept of Career Education and set some goals and have developed, without doubt, one of the most complete programs in the nation. They did it by showing their students that what they were teaching was related to the world which these young people were about to enter.

UNIT WRITING IN THE HIGH SCHOOL

Operating on a phase-elective program there are 234 course offerings in Bowling Green High School. Practically every course has a Career Education unit built into it. A few examples are on p.p. 70. In writing these career units the high school staff uses the Universal Format described on p.p. 26-30.

The secondary teacher being subject centered does not view Career Education through the "cluster" concept as does the elementary teacher. On writing a unit the teacher can approach the career concept from two directions: Either by asking, "How does my subject matter relate to the job?" or "How are various life styles related the the subject matter I teach?" Examples of each are included on pp. 70-74.

This is a rather handy list of occupations related to interest and ability in certain subject areas:

NATURAL RESOURCES (Agriculture, Forestry, Horticulture)

Forester
Fish, Wildlife Management
Soil Conservation
Agriculture Extension
Vocational-Agriculture Teacher
Landscape Architect
4-H Agent
Hatcheryman
Farm Financier
Truck, Fruit Farming
Livestock (Rancher)
Meat Cutter
Farm Service Worker
Farm Products Sales
Farm Machinery Sales
Farm Machinery Service
Auctioneer
Veterinarian
Agriculture Journalism
Agronomist
Agriculture Engineer
Range Management
Soil
Agriculture Economist
Farm Management
County Extension Agent
Livestock Marketing
Tree Surgeon
Farm Machinery Mechanic
Poultryman
Food Sales
Meat Packing Worker
General Farmer

SOCIAL STUDIES

Editor
Clergyman
Clinical Psychologist
Genealogist
Sociologist
Public Administrator
Social Psychologist
Labor Teacher
Public Relations Director
Geographer
Actuary
Archivist
Librarian
Cartographer

Experimental Psychologist
Anthropologist
Archaeologist
Ethnologist
Historian
Author
Script Writer
Foreign Correspondent
Lawyer
Politician
Reporter
Social Worker
Paleontologist
Economist
Educational Psychologist
Industrial Psychologist
Teacher
Statistician
Personnel Manager

ART

Artist
Sculptor
Interior Decorator
Photographer
Dentist
Cartographer
Window Trimmer
Dancer
Lithographer
Beautician
Advertising Layout
Tailor
Jeweler
Cabinet Maker
Sign Painter
Stage, TV Screen Designers
Mechanical Engineer
Mechanical Draftsman
Architect
Commercial Artist
Architectural Draftsman
Painter
Constructional Draftsman
Cartoonist
Fashion Designer
Art Teacher
Dental Technician
Carpenter
Watchmaker
Displayman
Photographer

PHYSICS

Engineer
Navigator
Nuclear Engineer
Forester
Ophthalmologist
Pharmacist
Photographer
Fireman (firefighter)
Patternmaker
Teacher
Sheet Metal Worker
Geneticist
Veterinarian
Radio-TV Repairman
Atomic Physicist
Electronics Engineer
Geophysicist
Meteorologist
Aeronautical Engineer
Electrical Engineer
Architect
Mining Engineer
Pilot
Electrician
Draftsman
Civil Engineer
Seismic Observer
Optometrist
Physical Chemist
Dentist
Plumber
Mechanic
Lithographer

BIOLOGY

Biochemist
Fish & Wildlife Service
Herpetologist
Anthropologist
Home Economist
Botanist
Landscape Architect
Veterinarian

Farmer or Rancher
Curator
Registered Nurse
Teacher
Horticulturist
Medical Secretary
Dental Hygienist
Bacteriologist
Immunologist
X-Ray Technician
Physican Surgeon
Forester
Biologist
Forest Ranger
Game Warden
Occupational Therapist
Biological Aide
Zoologist
Laboratory Technician
Dietician
Dental Assistant
Nurseryman
Tree Surgeon
Practical Nurse
Gardener

MUSIC

Composer
Clergyman
Music Librarian
Music Critic
Radio or TV Announcer
Concert Singer
Character Singer
Comedian
Actress
Dramatic Reader
Impersonator
Proprietor Music Store
Piano Tuner
Occupational Therapist
Chorus Girl
Dance Band Leader
Orchestrator
Teacher
Arranger of Music
Organist
Orchestra Leader
Pianist
Religious Director
Choir Director
Music Director
Recreation Director
Recreational Therapist
Radio or TV Director
Dance Band Player
Sales Clerk
Musical Specialist
Actor
Dancer

CHEMISTRY

Surgeon Physician
Chemical Engineer
Veterinarian
Atonic
Metallurist
Forestry
Laboratory Technician
Photographer
Criminological Chemist
Chemical Salesman
Chemical Processing Plastics
Bacteriologist
Assayer
Electroplater, Lithographer
Stationary Engineer
Artist
Science Teacher
Geologist
Chiropodist
Biochemist
Osteopath
Zoologist
Research Chemist
Agricultural Research
Pharmacist
Dentist
Paint Chemist
Ceramic Engineer
Annealer Welder
Dietician Home Economist
Exterminator
Detective
X-Ray Technician

MATHEMATICS

Architectural Engineer
Navigator
Physician
Statistician
Accountant
Surveyor
Banker
Insurance
Actuary
Secretary
Mathematics Teacher
Electronic Technician
Plumbers
Carpenter
Electrician
Broadcasting Technician
Dentist
Forester
Biological Science
All Engineers
Architect
Chemist
Airplane Pilot
Economist
Draftsman
Optometrist
Dental Technician
Bookkeeper
Bank Clerk
Technician (Science & Engineering)
Machinists
Commercial Teacher
Business Worker

COMMERCIAL AND DISTRIBUTIVE EDUCATION

Certified Public Accountant
Medical Secretary
Stenographer
Bookkeeper
Salesman
Salesperson
General Office Clerk
Grocery Checker
Stockman
Telephone Operator
Service Station Manager
Waiter; Waitress
Salesman-Business Machines
Buyer
Advertising Copy Writer
Teletype Operator
Department Manager
Advertising Manager
Teacher-Coordinator—D.E.
Banker
General Accountant
Bank Cashier
Legal Secretary
Commercial Teacher
Accounting Clerk
Typist
Credit Manager
Sales Promotion Manager
Display Manager
File Clerk
Office Machine Operator
Stock Clerk
Service Station Attendant

HOME ECONOMICS

Dietician
Research
Psychiatric Social Worker
Interior Decorator
Clothes Designer
Homemaker
Registered Nurse
Clothing Sales
Governess
Beautician
Waitress
Cook
Food Sales
Child Development
Occupational Therapist
Vocational Teacher
Author
Flight Stewardess
Institution Management
Extension Service
Nutritionist
Home Demonstration Agent
Advertising
Food Processing (test kitchen)
Home Economist
Social Service Worker

Reporter
Milliner
Physical Therapist
Practical Nurse

Appliance Sales
Waiter
Baby Sitter

ENGLISH

Editor
Clergy
Lecturer
Poet
Radio or TV Announcer
Librarian
Script Writer
Social Worker
Personnel Manager
Receptionist
Retail Manager
Auctioneer
Sales Manager
YMCA Secretary
Vocational Counselor
Politician
Stenographer

Forester
Judge
Engineer
Author
Scientist
All Teachers
Lawyer
Reporter
Pharmacist
Typist
Actress; Actor
Interior Decorator
Proof Reader
Salesman
Salesperson
Employment Manager

HEALTH AND PHYSICAL EDUCATION

Physician; Surgeon
Bacteriologist
Dentist
Veterinarian
Dental Technician
Business Administrator
Public Health Nurse
Model
Swimming Instructor
Professional Athlete
Coach
Recreation Leader
Sports Writer
Teacher
Speech & Hearing Therapist
Occupational Therapist

Public Health Statistician
Virologist
Chemist
Osteopath
Public Health Engineer
Sanitary Engineer
Public Health Educator
Chiropractor
Dental Hygienist
Physical Therapist
Dental Assistant
Social Worker
Practical Nurse
Laboratory Technician
Lifeguard
Referee

FOREIGN LANGUAGE

Composer
Lawyer
Ethnologist
Librarian
Author
Historian
Travel Agent
Flight Stewardess
Stenographer
Teacher

Dramatic Coach
Salesman
Information Clerk
Tutor
Medical Missionary
Social Worker
Immigration
FBI Agent Diplomat
Foreign Services
Music Teacher

Interpreter; Translator
Physician
Courier
Singer
Anthropologist
Customs
Reporter Foreign Corp
Missionary
Guide
Receptionist
Export Clerks
Actor; Actress

GENERAL SHOP AND INDUSTRIAL ARTS

Draftsman Architectural
Aircraft Mechanic
Auto Mechanic
Gunsmith
Farm Mechanic
General Mechanic
Planer Operator
Logger
Log Grader
Painter
Welder
Service Station Attendant
Machinist
Plumber
Carpenter
Instructor - Mechanical Drawing
Industrial Arts Teacher
Tool Designer
Electrician
Engineer
Draftsman Electrical
Engineer Aide
Diesel Mechanic
Electrician Helper
Draftsman Mechanical
Auto Body & Fender Man
Shop Teacher
Farmer
Cabinet Maker
Wood Turner
Sheet Metal Worker
Log Sawyer
Blacksmith

The academic secondary teacher sees not a series of job clusters, but those specific occupations directly related to his subject. Sometimes the study of a life style emerges from the subject matter suggesting another approach for introducing career concepts. Regardless of the approach chosen, the organizing center of the unit is the resource person or the person on the job.

As the faculty and staff became more involved in career education, ideas for new approaches in teaching old courses and ideas for creating new courses emerged. For example, the format for teaching Research Techniques has been modified to accomodate career research. Students select specific careers for research topics. A new course added to the curriculum as a result of career education is Vocational Psychology. This course was designed to provide the student with information, experiences, and activities in human behavior that will be advantageous in the business world and on the job.

In addition to the awareness stage, curriculum changes have been made in the exploratory stage. Through the use of field trips and cooperative ventures with local industries and citizenry, we have attempted to introduce students to actual working situations. For example, students in Mass Communications visit and investigate operations of radio and television stations. In Biology Today, a recently developed course, hands-on experiences and skill related exercises are introduced in the fields of environmental and recreational wild life.

BOWLING GREEN HIGH SCHOOL UNITS

Cluster: Fine Arts & Humanities

Unit: Math

Bowling Green High School

Title of Course: Arithmetic (1-2)
Advanced General Mathematics (2-3)

Occupation: Restaurant Management

Phase Elective Level: 1 - 3

Resources:

Goe, William E. and Francis G. Lankford, Jr.
Consumer Mathematics, New York, New York
Harcourt, Brace, and Jovanovich, Inc., 1971.

Mr. Don Alexander, Manager
Jerry's Restaurant
Russellville Road
Bowling Green, Kentucky

Mr. Hulsle
Area Supervisor
Jerry's Restaurant

Contents:

1. Mathematics used to determine salaries of employees.
2. Mathematics used to insure profit on food served.
3. Mathematics used in determining quantities of food to buy.
4. Mathematics used to determine overhead expenses.

Performance:

1. Computed to determine salaries of employees.
2. Computed to insure profit on food served.
3. Computed to determine quantities of food to buy.
4. Computed to determine overhead expenses.

Name of Unit: Infectious Disease

Grade Level: 10 - 12

Objectives:

1. The student will have a knowledge of the various ways in which infectious organisms spread from one person to another.
2. The roles of immune therapy, chemotherapy, and antibiotic therapy in preventing and treating infectious diseases.
3. Contributions made by scientists about pathogenic organisms, of public health measures in the prevention of disease, and the role of the average person in helping to carry out community disease control.
4. Measured by a teacher-made test, 60% accuracy.

Resources:

1. Modern Biology (Textbook)
2. Filmstrips, movies
3. Mr. Lovell, Health Department Representative
4. Lab technicians and Mr. Sisney

Content:

Study the following:

1. Ways to identify a disease-producing organism
2. Ways organisms may spread
3. Methods of control against a disease

Performance:

1. Speaker
2. Demonstration of antiseptics on growth of bacteria, bacteriological analysis of water and milk
3. Study of prepared slides of disease producing organisms
4. Use above resources in class room
5. Grow penicillin in the laboratory

Evaluation:

1. Teacher-made test, 60 percent accuracy.

Unit: Great Books and Ideas
When Change Affects our Life Style

Subject: English

Objective:

The student will be able to identify elements of typical individual life-styles and show how these factors along with change episodes influence career decisions.

I. **Resources:**

A. People:
   1. A person from the community who has worked in one location all his life
   2. A person who travels in his work
   3. A person who has changed occupations
   4. A woman who found a job after years of housekeeping and caring for a family

B. Library
C. Textbooks and reference materials
D. Great Books of the Western World
E. Information on adult training programs

II. **Content:**

A. Concepts of Career Education:
   1. Every individual develops a personal style which he can fulfill in a career which suits his style.
   2. A person may be suited for several careers.
   3. People change, societies change, and sometimes careers must change as a result.
   4. People must adapt to all social change.
   5. Changes in society affect careers and life-styles.

B. Academic Concepts:
   1. Desire to develop latent aptitudes and abilities and to put them to use–Ibsen's Doll House
   2. Pressure from society–Ibsen's Ghosts
   3. Student ideas about the concept of life-style
   4. Laws pertaining to women's rights in the U.S. –American Women
   5. New technological developments–various magazines
   6. Principles of discussion
   7. Group discussion of the factors that contributed to the unemployment problem and the retraining needs that exist so that society can best use all the talents of both women and men.

III. **Performance:**

A. Displays
   1. Bulletin boards
   2. Charts

B. Written expression
   1. Themes
   2. Paragraphs
   3. Letters of invitation to resource persons.

C. Oral expression
   1. Class discussion
   2. Group discussions
   3. Reports from research and from individual reading
   4. Interviews
   5. Tape recordings

D. Sharing activities
   1. Students interview (and share) parents and persons who have experienced changes in their life syles. For instance, many families have made changes because jobs are not to their liking. Many women have changed jobs because they wanted to find out who they are and what their place in society is.
   2. Class develops a working definition of life-style.
   3. Class develops a survey of occupations of local customs as they affect jobs for women.

Bowling Green High Units (cont'd.)

Unit: Judges

Course: Legislative, Executive, Judicial

Occupations:

Federal Judges
State Judges
County Judges
Local Judges
Law Professors

I. Resources:

1. Local Judges
2. Courtroom
3. University Professors
4. Federal Judges
5. County Judges
6. Library
7. Law Library

II. Content:

1. Terminology
2. Types of judges
3. Qualifications
4. Duties of Judges
5. Study of different court systems
6. Terms of judges

III. Performance:

1. Interviews
2. Observe and record observations of judge
3. Role playing as judges
4. Group discussions

Unit: Newspaper

Course: Current Affairs

Occupations:

Editor
Reporter
Writer
Linotype Operator
Printer
Print setter
Paper Carrier

I. Resources:

1. Newspaper
2. Newspaper employer
3. Library

II. Content:

1. Terminology
2. Park City Daily News
3. The Courier-Journal
4. News Services
5. Nashville Tennessean
6. The New York Times

III. Performance:

1. Identify parts of newspaper
2. Select one specific part of paper for special study
3. Interview various workers on newspaper
4. Select one occupation for an in-depth study
5. Group discussion

HIGH SCHOOL JOB FACT SHEET -- Questions Most Frequently Asked By High School Students

Interviewee _____ Date _____

Complete the blanks or underline either yes or no

1. Classification of the job:
   General _____
   Specific branch _____
   Name of the particular job _____

2. Description of the work on the job (list a minimun of five duties)

3. Education or training needed for the job:
   What skills do you need?
   What courses in high school would help to prepare you for this job?
   Where can you get the training needed for this job?
4. Promotion:
   Are there opportunities for promotion?
   What appear to be the steps of promotion?
   Must one get additional training to qualify for promotion? Yes or No
      Formal Yes or No
      Informal Yes or No
      Apprentice training Yes or No
   Are there related occupations to which this job may lead either with or without more training? Yes or No
      What are some of these?
5. Earnings:
   Beginning wage (Underline per hour, per day or per week)
   Wage earned by most of the workers?
   Highest wage?
   Is there usually a vacation with pay?
   Other benefits:
6. Hours of Work:
   How many hours on the average would one work in this job? Daily? Weekly?
   Is there additional pay for overtime work?
   Are there seasonal lay offs?
7. Health and Safety
   Are there health dangers involved? If so, what kind?
   Is there a high accident rate on this job?
   What safety precautions must be taken?
      Wear protective clothing?
      Check guards on the machines and equipment?
      Obey safety regulations of the firm?
8. Firms in our town or county where this type of job would be available (List a minimun of three)
9. Length of time before skill is attained:
   (Include special regulations regarding union or other apprentice rules. Instruction may cover a period of 1 week to 3 months. How soon is the maximum rate of pay reached?)

10. Advancement:
    Line of promotion. (The jobs from which and to which the worker may be promoted.)
    Opportunity for advancement. (State difficulty or certainty of promotion and on what promotion depends.)
11. Related occupations to which job may lead:

12. Earnings:
    (Include statements of deductions for uniforms, equipment, etc., and additions because of tips, commissions, etc.)
        Beginning: (Wage or range of wages received by beginners.)
        Most common: (Wage or range of wages received by largest number of workers.)
        Maximum: (Wage or range of wages received by most highly skilled workers. Give information per hour, month or year according to common method of payment. Reduce to weekly rate; state number of scheduled hours per unemployment compensation, regulation of union, of laws. Indicate whether worker would normally receive benefits of Social Security Act.)
        Regulations: Laws, Labor Board Union, etc.

13. Hours:
    Daily?
    Weekly?
    Overtime?
    Irregular hours or shifts? (i.e., telephone operator)
    Vacation? (Include only if allowed with pay).
    Regulations: Laws, Labor Board, Union, etc.
14. Regularity of employment:
    (When occupation is regular, omit the first three and state regularity. Give reasons for regularity or irregularity.)
        Normal months:
        Busy months:
        Dull months:
        Shut-downs of plant:
        Cyclical unemployment:
            (Indicate number of workers employed during these various seasons.)

    Do plants shut down entirely during dull months? What per cent of the force is retained? What per cent added as extra workers during busy months? Cite attempts to regularize employment and the effect of seasonal employment on the worker.

15. Health and accident hazards:
    (Cite special health and accident risks connected with the occupations and the ways these may be guarded against. Refer to any State legislation, compensation for occupational disease, for example, which may have special bearing. Mental health hazards should be included.)

16. Organizations:
    Employers - function, purpose, size of concern, etc.
    Employees - function. (State activities, purpose and strength, e.g., does union have employment bureau, benefit fund? If so, what? Cite any difficulties of entrance or especially large fees and dues. Where there are two or more unions, state size of membership of each, if possible, or other evidence of relative strength.)

17. Typical places of employment:
    (For example, electrician may find employment in electrical repair shops: doing wiring with construction companies, with a gas and electric company, in a power house, in the maintenance department of factories using electrical machinery, etc.)

18. Supplementary information:
    Suggested books:
    Magazines
    Films:
    Pictures:
    Other sources of information. (Governmental departments - Census Reports, U. S. Employment Service, or Bureau of Statistics. List of key firms and persons who may be contacted for further information.)

Physical Demands

Physical Activities (required on the job)

Walking
Jumping
Running
Balancing
Climbing
Crawling
Standing
Turning
Stooping
Crouching
Kneeling
Sitting
Reaching
Lifting
Carrying
Throwing
Pushing
Pulling
Handling
Fingering
Feeling
Talking
Hearing
Seeing
Color vision
Depth perception
Working Speed

Working Conditions (on the job)

Inside
Outside
Hot
Cold
Sudden Temperature Changes
Humid
Dry
Wet
Dusty
Dirty
Odors
Noisy
Adequate lighting
Adequate ventilation
Vibration
Mechanical hazards
Moving objects
Cramped quarters
High places
Exposure to burns
Electrical hazards
Explosives
Radiant energy
Toxic conditions
Working with others
Working around others
Working alone

Worker Characteristics

Work rapidly for long periods
Strength of hands
Strength of arms
Strength of back
Strength of legs
Dexterity of fingers
Dexterity of hands and arms
Dexterity of foot and leg
Eye-hand coordination
Foot-hand-eye coordination
Coordination of both hands
Estimate size of objects
Estimate quantity of objects

Perceive form of objects
Estimate speed of moving objects
Keenness of Vision
Keenness of Hearing
Sense of smell
Sense of taste
Touch discrimination
Muscular discrimination
Memory for details (things)
Memory for ideas (abstract)
Memory for oral directions
Memory for written direction
Arithmetic computation
Intelligence
Adaptability
Ability to make decisions
Initiative
Ability to plan
Understanding mechanical devices
Attention to many items
Oral expression
Skill in written expression
Tact in dealing with people
Memory of names and persons
Personal appearance
Concentration amidst distractions
Emotional stability
Work under hazardous conditions
Estimate quality of objects
Unpleasant physical conditions
Color discrimination
Ability to meet and deal with public
Height
Weight

Basic Standards of Apprenticeship

A minimum age of 16 years for the apprentice.
An apprenticeable occupation requires 4,000 or more hours to learn.
A schedule of the work processes to be learned on the job.
A progressively increasing scale of wages for the apprentice that should average approximately 50 per cent of the journeyman's rate over the period of apprenticeship.
Provision for related classroom instruction (144 hours per year of such instruction is normally considered necessary.)
The terms and conditions of the employment and training of each apprentice to be stated in a written agreement and registered with the State Apprenticeship Council.
Review of local apprenticeship by a State Apprenticeship Council.
Apprenticeship should be jointly established by the employer and the employees.
Adequate supervision and the keeping of records should be required for all apprenticeship programs.

Here is an excellent list of goals for a high school. While we have not achieved all of these, we're picking them off one at a time.

Technical Outcomes:

1. All students will develop technical knowledge of materials, tools, machines, and products of industry.
2. All students will become active in and maintain an interest in searching for better ideas and better ways of working with these materials, tools, machines, and products.
3. All students will have an understanding and appreciation for contemporary technology and realization of their role as a contributor to the advancement of technology.
4. All students will be familiar with the ways in which people earn their livelihoods in occupations within the industrial technology.

Occupational Outcomes:

1. All students will be familiar with the ways in which people earn their livelihoods in occupations within the industrial technology.
2. All students will be familiar with the nature, qualifications, purposes, and values in such occupations.
3. All students will be able to see possible occupations for themselves.
4. All students will be able to weigh the pros and cons of such occupations in light of their own abilities and interests.
5. All students will be able to evaluate these possible occupations from experiences gained in exploration and try-out experiences in the occupational training.

Consumer Outcomes:

1. All students will be able to select, purchase, use, and evaluate the products of industry wisely.
2. All students will understand the materials, processes, structures, design, and aesthetics of the products of industry.
3. All students will be able to evaluate the products of industry as to function, durability, quality, and economy.
4. All students will respect and care for the products he has secured.
5. All students will be able to contribute, at a level consistent with his maturity level, to the selection and utilization of the materials, processes, structures, design, and aesthetics of industrial products.

Recreation Outcomes:

1. All students will make effective and intelligent use of his leisure or recreational time through recreative and constructive experiences with materials, information, tools, and machines.
2. All students will have a desire to explore, experiment, and to develop their ideas.

Cultural Outcomes:

1. All students will be familiar with the culture of which they are a part.
2. All students will have an appreciation of the great material achievements of the past and the persons who made them.
3. All students will have developed standards of quality by which to understand and enjoy the finer material things in living.
4. All students will have an understanding of technology as it influences civilization. (As a great civilizer).
5. All students will have a feeling for or will sense the spirit of the technology that has made and is keeping America great.

The Social Function:

1. All students will be able to work effectively with others as an individual and as part of a group.
2. All students will realize the importance of and in turn employ cooperation, tolerance, leadership, and followership when working with others.
3. All students will transfer classroom and laboratory social experiences into daily life and particularly into the occupational situation.
4. All students will become aware of their own interests, thus finding purpose for their existence, and as a result be better equipped to deal harmoniously with others.
5. All students will contribute to their social competence and abilities in adapting to a technological culture by arriving at social understandings, appreciations, and concerns.

Recently a clear example of how Career Education as a strategy for thinking has made itself manifest. The reader will recall that we mention 234 course offerings available to the students in Bowling Green High. Obviously this is a formidable number of offerings with which to confront 9th grade students and simply say "choose." Recognizing a need to help students negotiate the maze of offerings, the staff organized an "Academic Council." This council consists of membership from all instructional areas, including academic, military, fine arts, technical, trade, physical education, foreign language, the librarian, and all others. It's authority was patterned rather like that of the academic deans at the University level.

The council agreed to have two student representatives with voting privileges and full membership. Administrators are ex officio members without voting rights. Everything that has to do with the instructional program must clear this Council.

One of the first tasks was to organize 27 three-year sample programs of study which placed in some sort of order this large number of 234 offerings. Each program cleared the Council after several revisions. Each program contains the best professional advice available and are now being used in registering the incoming 1974-75 sophomores. Since there are so many the appendix will contain only a few samples. (See App. page .) But we do strongly recommend this organizational pattern to others who would like to add a new dimension to their high school program. We feel strongly that students who know where they're going

with their high school programs are much more receptive to good teaching and are certainly not behavior problems.

Career education at the secondary level in our system does not exist as a separate entity. We are aware that the student's success or failure in vocational choice and life style will depend upon his acquiring the basic academic skills. By fusing career education with the academics, we feel that we are developing a positive self-image in our students and a respect for the dignity of work.

THE HIGH SCHOOL PREPARATORY PROGRAM

The Bowling Green High School Vocational Program is not but very little different from others in the state. At present we are a reimbursable program but chances are that this situation might change in the near future.

However, the most significant event to take place and the course that had the effect of breaking Bowling Green from a typical College Preparatory System was as a result of a Model Cities grant in 1970. With these funds we were able to construct an on campus High School Occupational Training Center. In effect what this new facility did was permit more visible on campus alternatives for our students. It helped our entire staff see more clearly the need for and the direction in which to develop a Career Education program.

This facility is essentially a trade and industrial center in which we teach the heavier trades: Welding, Automotive Mechanics, Small Engine Repairs and Building Trades. We feel that as time goes on they will grow to meet available space. We will have on campus courses in Commercial Foods, Vocational Home Economics, Distributive Education, Business and Office Practice and Health Careers. In both the Distributive Education and Office Practice courses the students are in paid work experience programs. Our Health Careers students are receiving a considerable amount of work experience at local hospitals and nursing homes. Other courses are taken at the Western Area Trade and Technical Center.

Plans call for us to develop work experience programs for students in other career areas, among them; Real Estate, Law, Shoe Repair, Insurance, and Watch Making. This would be done by establishing community work centers. That is, cooperative business industries and governmental as well as educational agencies that will let us bring our schools into the community.

THE HIGH SCHOOL GUIDANCE PROGRAM

A thorough review of the intensive guidance program during the eighth and ninth grades will demonstrate the articulation necessary in a good high school program.

Our counselors are highly career centered and do a lot more than simply help students decide on "what college they want to select."

By the 10th grade each student's cumulative folder contains a list of scores and profiles beginning with the first grade (see pp. 34a-34b). This career record shows his tentative career choices at all levels and the clusters to which he's been exposed, the practical arts programs he has experienced, his Kuder interest survey, a work values inventory,

his achievement and aptitude scores, and his OVIS interest scores. As a sophomore and senior he receives the Amed Services Vocational Aptitude Test. The counselor has all this plus his three year high school program of studies available for each counseling session. After they say "hello" they have an awful lot of things to talk about in the area of careers, and career problems are big with students today.

The Bowling Green Counseling Office has just completed compiling all offerings in catalog form. This catalog numbers, titles, levels, and explains every course in the system. In addition it contains the Yellow Page section mentioned previously which describes 27 Programs of Study which serves as organizational guidelines for the students.

PLACEMENT OFFICE

To top off our entire Career Education effort we have a permanent Employment Service. This service is available in helping youngsters locate part-time, summer and full-time employment. It is unique in the state and could well serve others as a model.

This service is furnished through the Model Cities program and is operated by personnel from the Kentucky Department of Economic Security. The office is manned for one hour a day. Located in the "commons" where all students pass by its constant presence, it serves to build a positive image of the Employment Service with those most in need of its service, both employer and employees. What better place to locate an employment service than at the fountainhead of the labor market?

APPENDIX

Primary Questionnaire A1
Intermediate Evaluation A2
Junior High Evaluation A3
Senior High Evaluation A4
Teacher's Survey A5
Talent Survey A6
Parent Survey A7
Student Teacher Survey A8
High School Programs of Study A9
Bibliography A17

Your Name Your Grade Your School

Primary Grades

GENERAL QUESTIONS TO ACCOMPANY ANY CLUSTER*

1. Should boys and girls have jobs?
2. Do you feel good when you have done a job the best you can?
3. Do we depend on the work that other people do?
4. Do you like some kinds of work better than other kinds of work?
5. Do you think you will like to work and earn money when you grow up?
6. Do you think you can get a better job if you graduate from high school?
7. Do you think every person's job is important?
8. Can more than one person want the same job?
9. Is it important to follow directions to do your work well?
10. Have you enjoyed the "World of Work" in your classroom?
11.
12.
13.
14.
15.

* To all primary teachers: This test is to be administered orally to your class. Please add up to 5 questions of your own invention. Please tally the results and report them in the box below.

Number of students in your class _____

Questions 1-10 Total yes _____ Total no _____

Your questions:
11. Total yes _____ no _____
12. Total yes _____ no _____
13. Total yes _____ no _____
14. Total yes _____ no _____
15. Total yes _____ no _____

Your Name Your Grade Your School

Student Survey
HOW I FEEL ABOUT CAREER EDUCATION

Directions: Read each question carefully. Circle Yes or No. (You will not be graded on your answers–just answer according to how you feel.)

Yes No 1. I have enjoyed studying Career Education this year.

Yes No 2. I like to interview people about their work.

Yes No 3. I have learned new things about workers and their jobs this year.

Yes No 4. I have learned many things this year which will help me later when I choose a job.

Yes No 5. My studies this year have helped me to think about the kind of job I might have later on.

Yes No 6. I hope I will have a good job when I grow up.

Yes No 7. Going to school will help me to be prepared to have a good job.

Yes No 8. I have had fun studying about the World of Work this year.

Yes No 9. I want to learn more about Career Education next year.

Yes No 10. My school subjects seem to "fit in" with Career Education.

If you have any ideas or suggestions about Career Education, please write them down in the space below. Thank You!

Your Name Your Grade Your School

Student Survey
BOWLING GREEN JUNIOR HIGH SCHOOL
CAREER EDUCATION

		SA	A	D	IS
1.	Studying about occupations is interesting.	1	2	3	4
2.	Learning about jobs I am interested in, is worth using school time for.	1	2	3	4
3.	Everyone's job is important.	1	2	3	4
4.	I see a need for school, because the subjects I take will help me in preparing for my job in the future.	1	2	3	4
5.	I know more things about peoples' jobs now than I did when school started.	1	2	3	4
6.	School is helping me to prepare for the job in the future.	1	2	3	4
7.	Earning a large sum of money is the most important consideration when you are choosing an occupation.	1	2	3	4
8.	In school we learn many things which we will use later on in a job.	1	2	3	4
9.	Because of school I am thinking more and more of what I want to do in life.	1	2	3	4

BOWLING GREEN SENIOR HIGH SCHOOL STUDENT SURVEY
CAREER EDUCATION

Name_____

Sophomore____
Junior____
Senior____

During the past two years an element known as Career Education has been introdeced into the Bowling Green High School curriculum. The purpose of this survey is to determine your response, if any, to this new approach to teaching. Please check your response in the appropriate space below.

Yes __ No___ Undecided___ 1. Interviewing people about their work has been beneficial to me.

Yes __ No___ Undecided___ 2. My subjects in school seemed to "fit in" with my intended career.

Yes __ No___ Undecided___ 3. I have been better able to relate school to the "real world."

Yes __ No___ Undecided___ 4. Career Education has helped me decide on my career.

Yes __ No___ Undecided___ 5. My teachers seemed to be able to make their subject more meaningful.

Yes __ No___ Undecided___ 6. Interviewing people has helped me better understand the relationship that exists between the school and my future life style.

Yes __ No___ Undecided___ 7. I would like to have more of my academic classes presented in such a way as to make them more relevant to my needs.

Yes __ No___ Undecided___ 8. I plan to continue my education after high school.

Yes __ No___ Undecided___ 9. I plan to enter a full time job after I complete high school.

GRADUATING SENIORS ONLY:
Next year I plan to: (Check as many areas as apply)

____ Get a full time job (If checked, what job)
____ Enter a technical school, Area Vocational School (If checked, what field)
____ Enter a University program (If checked, what major area)
____ Get married ____ Enter the military ____ Work part time

Your Name Your Grade Your School

Teacher's Survey
CAREER EDUCATION EVALUATION

1. Has the Career Education program in any way benefited the students? Yes No
2. If so, list what you believe to be the benefits.

   _____

   _____
3. Have you, as a teacher received any benefit from the Career Education program? Yes No
4. Has the program contributed to the home, school, and over all community? Yes No
5. If yes, list how the program has helped.

   _____

   _____

   _____
6. If no, why hasn't the program contributed?

   _____

   _____
7. In your opinion, has the program made school more meaningful, purposeful or relevant for students? Yes No
8. If the answer is no, can it be? Yes No
9. Are field trips valuable? Yes No
10. List in what ways field trips are valuable or are not valuable.

    Yes No

    _____ _____

    _____ _____

    _____ _____
11. Do students benefit by using the "Person-in-the-Occupation" as a focus? Yes No
12. Have students been made "AWARE" of the working world? Yes No
13. After being involved in Career Education this year, can you see an advantage of using this program next year? Yes No
14. Do the students like the program? Yes No
15. Have students contributed in arranging for talent to be interviewed? Yes No
16. Does the talent seem eager to visit and participate in the program? Yes No
17. Do you feel that there are materials or services which we do not currently have access to which could be of benefit to the program? Yes No
18. Can the present curriculum be related with Career Education? Yes No
19. Suggest ways in which you have found success in making the curriculum relevant.

    _____

    _____

    _____

    _____

    _____

PROJECT PEOPLE

Career Education Survey for Visiting Talent

We sincerely appreciate your contribution to our Career Education program by visiting our school. Would you please help us to continue our efforts to provide the best educational opportunities possible for our children by completing the following opinion survey? Please return in the addressed envelope. Thank you -- your signature is optional.

School visited _____ Grade _____ Teacher _____

1.	Did the students seem eager to ask questions?	Yes	No
2.	Were the students good listeners?	Yes	No
3.	Were the questions the students asked relevant to your job and interests?	Yes	No
4.	Did you enjoy being interviewed by this particular age group? . . . or . . . (see No. 5)	Yes	No
5.	Would you prefer to work with a younger ( ) or an older ( ) group of students?	Yes	No
6.	Would you be willing to visit our schools again for an interview?	Yes	No
7.	Do you feel that the students are benefiting by being involved in Project People?	Yes	No
8.	Did you see visible evidence of learning activities in the classroom?	Yes	No
9.	Did the teacher seem genuinely interested in the program?	Yes	No
10.	Comments: _____		

_____

_____

Name _____

PARENT SURVEY

Career Education

(Please fill out and return with your child's report sheet. Thank you for your cooperation. The results will help us in planning good educational programs for your child!)

1. Have you heard about the Career Education Program at your child's school? Yes _____ No _____
2. If so, did you first hear about the program from:
   _____ Your child
   _____ A P.T.A. meeting
   _____ A teacher or other school personnel
   _____ Radio or T.V. school report
   _____ Newspaper
   _____ Other--please list: _____
3. Does your child talk about his or her Career Education activities with you?
   Yes _____ No _____
4. Do you feel that the Career Education program has helped or interested your child this year? Yes _____ No _____
5. Would you like to hear more about Career Education program at your child's school? Yes _____ No _____
6. Which of the following do you feel is the best way for parents to learn about school activities, such as the Career Education program?
   _____ Your child's schoolwork brought home
   _____ A visit to the school
   _____ P.T.A. meeting
   _____ A newsletter from the school to you
   _____ Radio or T.V. school report
   _____ Newspaper
   _____ Other--please list: _____
7. Do you have any suggestions for improving our Career Education program?
   If so, please list: _____

Optional:

8. The Bowling Green City Schools welcomes your visits. If you would like to visit your child's class to talk with his or her friends about your job in the World of Work, please check below and list days that are most convenient for you to come:

   I would like to visit _____
   On _____
   Your Name _____

Your Name Your Grade Your School

PROJECT PEOPLE

Career Education Survey for Student Teachers

We hope you have found your Student Teaching experiences valuable and enjoyable this semester. In order for us to evaluate our Career Education program and to provide better educational opportunities for our students, we are surveying the Student Teachers who have worked with us. Would you please complete the following questions and return this to your cooperating school? Thank you–your signature is optional.

Cooperating School_____ Grade_____ Teacher_____
Semester_____ Year_____

1. Do you feel that the students are benefiting by being involved in Project People? Yes No
2. Did the students seem to enjoy the program? Yes No
3. Were the students involved in planning their daily activities and unit work? Yes No
4. Was there visible evidence of learning activities in the classroom? Yes No
5. Did your cooperating teacher make Career Education activities and experiences relevant to the subject(s) which he or she teaches? Yes No
6. Did your cooperating teacher seem genuinely interested in the program? Yes No
7. Did your cooperating teacher provide you with sufficient background information about Career Education for you to integrate it into your Student Teaching activities? Yes No
8. Having been involved in Project People, would you be able the begin your teaching career by focusing upon Career Education as part of your instruction? Yes No
9. Do you plan to make Career Education a part of your teaching career? Yes No
10. At the college level, do you see a need for more Career Education courses for future teachers? Yes No
11. Do you see Career Education as a strategy for teaching? Yes No

Comments:_____

Name:_____

This section represents a listing and some sample programs from the new BGHS catalog. It is a product of career education thinking which is based on organizing the 234 course offerings into meaningful three year "programs of study."

How to use the yellow pages 70
Planning Page 72
Auto Mechanics 73
Building Trades 74
Business and Office Practice .....
- Accounting and Junior Management 75
- General Clerical 76
- Key Punch Operator 77
- Receptionist 78
- Stenographic - Secretarial 79

Commercial Art 80
Commercial Foods 81
Distributive Education - Marketing and Merchandising 82
Electronics 83
Fashion Designer / Interior Design 84
Graphic Arts 85
Home Economist 86
Industrial Electricity 87
Machine Trades 88
Marketing and Merchandising - Distributive Education 82
Mass Communication and Media 89
Mechanical Drafting 90
Medical Arts: Non-technical and non-professional 91
Medical Arts: Professional 92
Medical Arts: Technical 93
Military Training 94
Music 95
Physical Education and Recreation 96
Pre-Engineering 97
Public Service 98
Welding 99

HOW TO USE THE YELLOW PAGES

This section of the B. G. H. S. catalog is designed to help you plan your high school program. It contains instructions, sample programs of study, and fascimile planning page.

Here are some things you should know before you begin planning:

1. During the 9th grade you should have received one credit each in English, Social Studies, Math, and Science. Most students received ½ credit each in Health and Physical Education. The sample programs are based on your having these credits. Any credits not completed must be added to your High School program or taken during the summer.

2. A maximum of 5 credits may be earned during any school year (not including summer school.)

3. All programs of study meet the requirements for continuing education after high school. However, some colleges and universities require 2 years of a foreign language. Consult your guidance counselor for entry requirements into the college of your choice.

4. English courses (grouped) below are sequential and should be taken in the order suggested.

   (Basic Composition, Advanced Composition, Research Techniques)
   (Grammar I, Grammar II)
   (Mythology, Humanities)
   (Theater Workshop I and II)
   (Journalism I and II)
   (Advanced Composition, Great Books and Ideas)
   (Speech Techniques, Debate)

   Students who plan to attend college are advised to take the courses in Grammar, Composition, one course in American Literature, and one in English Literature, Word Study/ Semantics, and one course from Humanities, Shakespeare, or Poetry. Try to schedule Grammar II in the 12th year so that it will be fresh in your mind when you begin college.

HOW TO PLAN A PROGRAM

1. During the 9th grade you will have had several meetings with your guidance counselor. During these meetings you will have gained some understanding of your interests, abilities, and aptitudes. You may have made a tentative career choice. Plan your program with these factors in mind.

2. The library contains a large amount of Career information including the Kentucky View Program. Use this service to help you find out more about career opportunities and the training necessary.

3. Now examine the programs of study included in this section of the catalog. These are samples prepared by the faculty. They serve as models which demonstrate purposeful organization of B. G. H. S. offerings.

4. Consider all factors. Talk things over with your guidance counselor, teachers, parents, friends, and others who may be able to help you plan.

5. Select a program of study that most nearly meets your plan. Your guidance counselor will give you several planning pages similar to page 72.

6. If necessary modify the program you select or plan a completely new program of study.

7. Most programs leave room for electives. Choose courses that suit your needs and interests.

8. Follow the directions on the planning page.

9. Remember, you will have the option to change your program at times designated by the guidance office.

B.G.H.S PROGRAM OF STUDIES

Name _____
Career Choice _____
Date _____

10th year			11th year			12th year		
Course No.	Course Name	Credit	Course No.	Course Name	Credit	Course No.	Course Name	Credit
TOTAL CREDITS →			TOTAL CREDITS →			TOTAL CREDITS →		

Each year should total five credits. Remember to plan for the required credits: Two in English, one each in Math, Science, and American History. Include ½ credit each in Health and Physical Education if you did not get them in the 9th grade.

Make two copies of your final plan, have them signed and give one to your guidance counselor and keep the other for future planning.

Parent's/Guardian's Signature _____
Guidance Counselor's Signature _____
Student's Signature _____

STENOGRAPHIC - SECRETARIAL

Description:

A stenographer - secretary schedules appointments, gives information to callers, takes dictation and transcribes, and otherwise relieves officials of clerical work and minor administration and business duties.

Employment Opportunities:

Local requirements are that applicants be able to take dictation at 80 words a minute and type at 60 words a minute. Beginning salaries are $350 to $400 per month.

Program of Study:

10th year	11th year	12th year
063 BASIC COMPOSITION ¼ cr.	064 ADVANCED COMPOSITION ¼ cr.	061 GRAMMAR II ¼ cr.
084 EFFECTIVE COMMUNICATIONS ¼ cr.	089 ENGLISH ON THE JOB ¼ cr.	068 RESEARCH TECHNIQUES ¼ cr.
127 ADVANCED GENERAL MATH 1 cr.*		062 WORD STUDY/ SEMANTICS ¼ cr.
053 TYPING I 1 cr. (or 085 Inter. Typing ½ cr.)	048 PERSONAL DEVELOPMENT ¼ cr.	030 ACCOUNTING I 1 cr.
150 EARTH SCIENCE 1 cr.* (or General Biology)	054 TYPING II 1 cr.	052 SHORTHAND II 1 cr. (If Elective of Shorthand II was taken in Grade 11)
	051 SHORTHAND I 1 cr. (or Shorthand II if Shorthand I was taken as elective in Grade 10.)	032 BUSINESS COMMUNICATIONS ¼ cr.
		046 CO-OP OFFICE PRACTICE 2 cr.
ENGLISH 2 cr.* Eight phase-elective courses of ¼ cr. each are to be taken during the 10th, 11th, or 12th years. Select from courses 060 through 100 on the basis of need and/or interest. Refer to pp. 28, 29, and 70 for detailed instructions. See your faculty advisor or guidance counselor for assistance.		
AMERICAN HISTORY 1 cr.* Four phase-elective courses of ¼ cr. each are to be taken at any time during the 10th, 11th, or 12th years. Select from courses 160 through 182 on the basis of need and/or interest. See your faculty advisor or guidance counselor for assistance.		
Electives and/or required courses to total 5 credits each year.**		

* Minimum academic requirements for graduation.

** Electives: Home Economics, Filing, Business Math, Art, Physical Education, Music, Human Behavior, The Group, Machine Transcription, Recordkeeping, Business Machines, Data Processing, Sec. Office Practice, Personal Development, Specialty Typing, Business Law, Economics, or other academics. Select your electives on the basis of need and/or interest. Your guidance counselor or faculty advisor will be happy to assist you.

MASS COMMUNICATION AND MEDIA

Description:

Among the occupations included in this area are: Television broadcasting announcer, producer, cameraman, photographer, Radio announcer, Radio producer, newspaper writer, editor, and advertising.

Employment Opportunities:

The employment outlook for these fields will be increasing moderately through the 70's. A limited number of jobs are available locally.

Program of Study:

10th year	11th year	12th year
AMERICAN HISTORY 1 cr.* Choose 4 of the following:	194 MODERN AMERICAN GOVERNMENT ¼ cr.	199 OCCUPATIONAL PSYCHOLOGY ¼ cr.
164 Great American Documents ¼ cr.	192 STATE AND LOCAL GOVERNMENT ¼ cr.	201 MAN AND HIS ENVIRONMENT ¼ cr.
169 Biographies of American Statesmen ¼ cr.	193 THE COMMUNIST WORLD ¼ cr.	203 SOCIAL PROBLEMS ¼ cr.
167 Big Business and Labor ¼ cr.	195 ELECTION AND VOTING BEHAVIOR ¼ cr.	100 APPLIED JOURNALISM 1 cr. (Purple Gem)
161 Controversy in America ¼ cr.	210 CURRENT AFFAIRS ¼ cr.	091 T. V. PROGRAMMING ¼ cr.
172 Colonial America ¼ cr.	212 HISTORY OF PHILOSOPHY ¼ cr.	197 PSYCHOLOGY OF HUMAN BEHAVIOR ¼ cr.
125 GEOMETRY 1 cr.* (or Advanced Gen. Math)	209 HISTORY OF ETHICAL THOUGHT ¼ cr.	
066 JOURNALISM I ¼ cr.	067 JOURNALISM II ¼ cr.	
085 MASS COMMUNICATIONS ¼ cr.	090 RADIO PROGRAMMING ¼ cr.	
151 GENERAL BIOLOGY 1 cr.*	092 NEWS PHOTOGRAPHY ¼ cr.	
ENGLISH 2 cr.* Eight phase-elective courses of ¼ cr. each are to be taken during the 10th, 11th, or 12th years. Select from courses 060 through 100 on the basis of need and/or interest. Refer to pp. 28, 29, and 70 for detailed instructions. See your faculty advisor or guidance counselor for assistance.		
Electives and/or required courses to total 5 credits each year.**		

* Minimum academic requirements for graduation.

** Electives: ROTC, Art, Music, Physical Education, Driver Training, Home Economics, Typing, Business Management, Accounting, or other academics. Select your electives on the basis of need and/or interest. Your guidance counselor or faculty advisor will be happy to assist you.

MEDICAL ARTS–TECHNICAL

Description:

Among occupations in the technical area of medical service are: Emergency Medical Technician, Medical Assistant, Technical Nurse, Dental Assistant, Mortician, X-Ray Technician, Laboratory Technician, Respiratory Therapy Technician, Surgical Technician, Prosthetics Technician, Medical Records Technician, and Optometrist.

Employment Opportunities:

The outlook for employment in this occupations area is predicted as excellent throughout the next decade. Although the number of technicians in all medical fields has increased, there is a continuing shortage.

Program of Study:

10th year	11th year	12th year
125 GEOMETRY 1 cr.*	201 MAN AND HIS ENVIRONMENT ¼ cr.	156 PHYSICS 1 cr.
151 GENERAL BIOLOGY 1 cr.*	123 ALGEBRA II 1 cr.	225 HEALTH CAREERS 3 cr.
152 GENERAL CHEMISTRY 1 cr.	197 PSYCHOLOGY OF HUMAN BEHAVIOR ¼ cr.	203 SOCIAL PROBLEMS ¼ cr.
	198 ABNORMAL PSYCHOLOGY ¼ cr.	
	200 PSYCHOLOGY OF THE FAMILY ¼ cr.	
ENGLISH 2 cr.* Eight phase-elective courses of ¼ cr. each are to be taken during the 10th, 11th, or 12th years. Select from courses 060 through 100 on the basis of need and/or interest. Refer to pp. 28, 29, and 70 for detailed instructions. See your faculty advisor or guidance counselor for assistance.		
AMERICAN HISTORY 1 cr.* Four phase-elective courses of ¼ cr. each are to be taken at any time during the 10th, 11th, or 12th years. Select from courses 160 through 182 on the basis of need and/or interest. See your faculty advisor or guidance counselor for assistance.		
Electives and/or required courses to total 5 credits each year.**		

*Minimum academic requirements for graduation.

**Electives: ROTC, Art, Music, Physical Education, Driver Training, Home Economics, Typing, Foreign Language, Accounting, or other academics. Select your electives on the basis of need and/or interest. Your guidance counselor or faculty advisor will be happy to assist you.

PUBLIC SERVICE

Description:

Occupations in this group include positions in the areas of : government, Law, social work, education and related fields.

Employment Opportunities:

Outlook for employment is generally favorable. Some fields of teaching are temporarily crowded, but there is always a need for dedicated people in all fields. The program outlined below is "general" in nature, and should be adjusted to suit the student.

Program of Study:

10th year	11th year	12th year
063 BASIC COMPOSITION ¼ cr.	064 ADVANCED COMPOSITION ¼ cr.	062 WORD STUDY/ SEMANTICS ¼ cr.
084 EFFECTIVE COMMUNICATIONS ¼ cr.	086 SPEECH TECHNIQUES ¼ cr.	098 DEBATE THEORY ¼ cr.
164 GREAT AMERICAN DOCUMENTS ¼ cr. *	ANCIENT HISTORY 1 cr.* Choose 4 of the following:	201 MAN AND HIS ENVIRONMENT ¼ cr.
173 THE AMERICAN REVOLUTION ¼ cr. *	183 Ancient History ¼ cr.	203 SOCIAL PROBLEMS ¼ cr.
161 CONTROVERSY IN AMERICA ¼ cr. *	185 French Revolution/ Napoleanic Wars ¼ cr.	197 PSYCHOLOGY OF HUMAN BEHAVIOR ¼ cr.
162 U.S. CONSTITUTIONAL HISTORY ¼ cr. *	188 Latin American History ¼ cr.	199 OCCUPATIONAL PSYCHOLOGY ¼ cr.
125 GEOMETRY 1 cr.* (or Adv. General Math)	189 Modern Asian History ¼ cr.	194 MODERN AMERICAN GOVERNMENT ¼ cr.
151 GENERAL BIOLOGY 1 cr.*	190 Modern German History ¼ cr	192 STATE AND LOCAL GOVERNMENT ¼ cr.
	210 CURRENT AFFAIRS ¼ cr.	193 THE COMMUNIST WORLD ¼ cr.
	211 KENTUCKY HISTORY ¼ cr.	195 ELECTIONS AND VOTING BEHAVIOR ¼ cr.
ENGLISH 2 cr.* Eight phase-elective courses of ¼ cr. each are to be taken during the 10th, 11th, or 12th years. Select from courses 060 through 100 on the basis of need and/or interest. Refer to pp. 28, 29, and 70 for detailed instructions. See your faculty advisor or guidance counselor for assistance.		
Electives and/or required courses to total 5 credits each year.**		

* Minimum academic requirements for graduation.

** Electives: ROTC, Art, Music, Physical Education, Driver Training, Home Economics, Typing, Foreign Language , Accounting, or other academics. Select your electives on the basis of need and/or interest. Your guidance counselor or faculty advisor will be happy to assist you.

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ELEMENTARY CAREER AWARENESS (K-7)

In the elementary grades, students have the opportunity to become acquainted with a variety of occupations, using the U. S. Office of Education's 15 job clusters as a reference point for career education unit studies. All schools and all staff members use career education as their strategy for teaching; one or more resource persons are interviewed by the students as part of the unit study in an effort to humanize the curriculum. Relevancy to subject matter is achieved as students aid in planning their work, using traditional texts and reference materials to relate their application to the world of work and the resource persons interviewed.

JUNIOR HIGH CAREER EXPLORATION, (8-9)

The Junior High students build upon their awareness of the world of work with the opportunity to experience "hands-on" activities in the Practical Arts program. This area affords the students a selection of ten of the fifteen job clusters for in-depth study and manipulation of the basic tools used in various occupations. Career curriculum units are presented in all classes; resource persons are interviewed as part of the continuing awareness of the world of work. Intensified guidance at the junior high level assists the student in assessment of himself and his capabilities in order to plan and prepare for his career.

SENIOR HIGH SCHOOL CAREER PREPARATION (10-12)

During the high school years, students pursue their tentative career choice with a program of studies which will prepare them for future work. An on-campus high school vocational program provides the students with a variety of experiences for skill development. All academic areas include career education unit studies; again, the relationship between the subject being taught and its use in the real world is stressed as human resources are utilized. An on-campus placement service offers students employment positions in either part-time or full-time job situations.